

# 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	W06102G0.5038	Grade Level	9-12
Course Name	WOL-Spanish II-A	# of Credits	.5
SCED Code	06102G0.5038	Curriculum Type	K-12 Fuel Education

### COURSE DESCRIPTION

Students continue their introduction to Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing.

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, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to 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.

By semester 2, the course is conducted almost entirely in Spanish. 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
- Review and expand their study of common vocabulary topics
- Gain a deeper understanding of a wide range of grammar patterns
- Participate in expanded conversations and respond appropriately to a variety of conversational prompts
- Communicate more meaningfully using correct vocabulary and grammatical structures
- Read, write, speak, and listen for meaning in 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

Prerequisites: High School Spanish Ia/Ib

### 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 1: AR Verb Review</b>  Unit 1, 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"> <li>I can conjugate –ar verbs in the present tense.</li> <li>I can pronounce “A” correctly.</li> <li>I can write and talk about what activities I do.</li> <li>I can write and talk about what others 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> <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>		
AR Verbs	Regular Present Tense Verbs Present Tense Conjugation Present Tense Irregulars	Chile	“A”		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Speaking Journal</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>Online Objective Test</li> </ul>					
<b>Unit 2: -ER and -IR Verbs Review</b>  Unit 2, 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"> <li>I can say and write about what I did last summer.</li> <li>I can conjugate in the preterite tense.</li> <li>I can give information about Chile’s history.</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>		
-ER/-IR Verbs	Present Tense The Preterit Tense Conjugation Verb Endings in the Preterite	Chile: History	NA		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Writing Journal</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 3: Numbers</b>  Unit 3, 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"> <li>I can talk to a sales person about how much money I want to spend on a certain item.</li> <li>I can pronounce “e” correctly.</li> <li>I can talk and write about how many people are in my immediate family and their age.</li> <li>I can provide information about Chile’s national dance “La Cueca.”</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>		
Numbers	The Preterite Tense Direct Object Pronouns Indirect Object Pronouns Double Object Pronouns	Chile: La cueca	“E”		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Speaking Journal</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 4: Food</b>  Unit 4, 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"> <li>I can use food vocabulary words to describe what I ate.</li> <li>I can use irregular verbs in the preterite to say where I have been.</li> </ul>
<b>Vocabulary</b>	<b>Grammar</b>	<b>Culture</b>	<b>Pronunciation</b>		

## SCOPE AND SEQUENCE

UNIT OUTLINE				STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<b>Vocabulary</b>	<b>Grammar</b>	<b>Culture</b>	<b>Pronunciation</b>	FL3.IL.1 FL3.IL.2	<ul style="list-style-type: none"> <li>I can talk about Chilean food.</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>
Food	The Preterit Tense Regular and Irregular Verbs Irregular Preterite Stems	¡Buen Provecho! Chile: Empanadas y completos	NA		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Moros y cristianos</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 5: Health</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 use Spanish vocabulary words to discuss what sicknesses I've had.</li> <li>I can pronounce "i" correctly.</li> <li>I can make necessary spelling changes in preterite tense verb.</li> <li>I can write about a health challenge me or someone else has experienced.</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>		
Health	Preterite Tense Preterite Spelling Changes Conjugation Practice	Las farmacias Chile: Idioms	"i"		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Speaking Journal</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 6: Family</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 the present progressive to express what I am doing.</li> <li>I can write about my immediate family and my extended family.</li> <li>I can give information about a famous writer from Chile.</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>		
Family	Present Progressive	El cuidado de los mayores Chile: Pablo Neruda	NA		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Writing Journal</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 7: Professions</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 differentiate between the present and preterite tenses.</li> <li>I can pronounce "o" correctly.</li> <li>I can use profession vocabulary words to talk about my parents' profession.</li> <li>I can use profession vocabulary words to talk about what I want to become professionally.</li> <li>I can give information about some Chilean festivals.</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	Present vs Preterite Verb Endings	Chile: Festivales	"O"		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Speaking Journal</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> </ul>					

**SCOPE AND SEQUENCE**

UNIT OUTLINE				STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> <li>Online Objective Test</li> </ul>					
<b>Unit 8: Adjectives</b> Unit 8, 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"> <li>I can explain the difference between when to use ser and estar.</li> <li>I can conjugate and use the verb ser.</li> <li>I can conjugate and use the verb estar.</li> <li>I can use adjectives to say how I am doing and describe myself.</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>		
Adjectives	Ser vs Estar	Chile: Qué hacer	NA		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Writing Journal</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 9: Midterm Exam</b> Unit 9, Midterm includes: <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 proficiency of objectives from units 1-9.</li> </ul>
<u>Vocabulary</u>	<u>Grammar</u>	<u>Culture</u>	<u>Pronunciation</u>		
Pastimes	The Imperfect Tense Conjugation Practice	Peru	NA		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Discussion Board</li> <li>Speaking Journal</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 10: Hobbies and Pastimes</b> Unit 10, 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"> <li>I can conjugate verbs in the imperfect tense.</li> <li>I can talk about what pastimes I've had.</li> <li>I can discuss information about Peru.</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>		
Pastimes	The Imperfect Tense Conjugation Practice	Peru	NA		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Discussion Board</li> <li>Speaking Journal</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 11: Body</b> Unit 11, 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"> <li>I can describe injuries to a doctor.</li> <li>I can correctly use adverbs and adjectives in Spanish.</li> <li>I can pronounce "u" correctly.</li> <li>I can describe Incan history.</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>		
Body	Adjectives and Adverbs Error Correction	Peru: Incas	"U"		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Speaking Journal</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>					

## SCOPE AND SEQUENCE

UNIT OUTLINE				STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<b>Unit 12: Holidays/Special Celebrations</b>  Unit 12, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.				FL1.1L.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 distinguish the imperfect from the preterite.</li> <li>I can discuss holidays in the Spanish speaking world.</li> <li>I can talk about what holidays I have celebrated in the past.</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>	<b>Grammar</b>	<b>Culture</b>	<b>Pronunciation</b>		
Holidays	Imperfect vs the Preterite	Parties Peru: Intraymi	NA		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Writing Journal</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: At Home</b>  Unit 13, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.				FL1.1L.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 describe different rooms in my house or my dream house.</li> <li>I can pronounce "ia" and "io" correctly.</li> <li>I can correctly use the verbs that change meaning between preterite and imperfect.</li> <li>I can give information about Peruvian food.</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>		
House	Imperfect vs Preterite Translation	Television Peruvian Food	"IA" "IO"		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Discussion Board</li> <li>Speaking Journal</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: At School</b>  Unit 14, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.				FL1.1L.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 about what classes I am taking.</li> <li>I can use the verb haber to describe what school items are found in my classroom.</li> <li>I can pronounce the letter "H" correctly.</li> <li>I can write about what events have taken place in the past.</li> <li>I can give information about an important author from Peru.</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 School	Expressions with Haber Hay, Habia, Hubo Translations Dormir, Quereer, Tener, Oir	Literature: Mario Vargas Llosa	"H"		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Speaking Journal</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 15: Automobiles</b>  Unit 15, 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"> <li>I can describe a car in detail.</li> <li>I can use hacer to express how long I have been doing certain activities.</li> <li>I can pronounce "ie" and "iu" correctly.</li> </ul>

**SCOPE AND SEQUENCE**

UNIT OUTLINE				STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<u>Vocabulary</u> Car	<u>Grammar</u> Hacer and Expressions of Time	<u>Culture</u> Peru: Marinera	<u>Pronunciation</u> "IE" and "IU"	FL3.IL.1 FL3.IL.2	<ul style="list-style-type: none"> <li>I can give information about dance and music in the Spanish-speaking world.</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>Journaling</b> <ul style="list-style-type: none"> <li>Writing Journal</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 16: In the City</b>  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"> <li>I can talk about what places I will visit during the week.</li> <li>I can use the reflexive to explain my daily routine.</li> <li>I can give information about Peru.</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> In the City	<u>Grammar</u> Reflexive Verbs Reflexive Pronouns Reflexive Error Correction Conjugation Practice	<u>Culture</u> Peru: things to Do	<u>Pronunciation</u> NA		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Writing Journal</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 17: Spanish Expressions</b>  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"> <li>I can use Spanish proverbs in a variety of situations.</li> <li>I can pronounce "ua" and "uo" correctly.</li> <li>I can use verbs like gustar.</li> <li>I understand idiomatic expressions in Peru.</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>
<u>Vocabulary</u> Proverbs	<u>Grammar</u> Gustar pronouns Gustar and Other Verbs	<u>Culture</u> Peru: Expresiones idiomáticas	<u>Pronunciation</u> "UA" and "UO"		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Speaking Journal</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 18: Unit Final Review and Test</b>  Unit 18, Semester Review: <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.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 my proficiency of the objectives from units 10 through 17.</li> </ul>