

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	W06102G0.5048	Grade Level	9-12
Course Name	WOL-Spanish II-B	# of Credits	.5
SCED Code	06102G0.5048	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/Ila

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: Verb Review Unit 19, 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 future tense. I can use the future tense to talk and write about I will be doing next year. I can give information about Colombia. 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		
Verb Review	Future Tense Regular and Irregular Verbs	Colombia!	NA		
Journaling <ul style="list-style-type: none"> Speaking Journal 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: False Cognates Unit 20, 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 differentiate the real meaning of false cognates. I can determine whether a word in a sentence is used correctly or not. I can use the conditional to talk about what I would do. 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		
False Cognates	Conditional Tense Regular and Irregular Conjugation Practice	Colombia: Festivales	NA		
Journaling <ul style="list-style-type: none"> Writing Journal 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: Nature Unit 21, 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 words related to nature in a variety of situations. I can pronounce "t" correctly. I can use the past participle with the verb estar to express conditions and states. I can provide information about a forefather in South America. 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		
Nature	Past Participle Regular and Irregular	Colombia: Simón Bolívar	"T"		
Journaling <ul style="list-style-type: none"> Writing Journal 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: Vacation Unit 22, 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 travel vocabulary to say where I like to go on vacation and what I like to do there. I can change sentences into the passive voice. I can explain what I can do in Colombia. I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics.
Vocabulary	Grammar	Culture	Pronunciation		
Vacation	Passive Voice with Ser From Active to Passive Voice	Things to See in Colombia	NA		

SCOPE AND SEQUENCE

UNIT OUTLINE				STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS								
<p>Journaling</p> <ul style="list-style-type: none"> Writing Journal <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 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 23: Music</p> <p>Unit 23, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Music</td> <td>Review of Comparatives and Superlatives</td> <td>Colombia: Cumbia</td> <td>"D"</td> </tr> </tbody> </table>				Vocabulary	Grammar	Culture	Pronunciation	Music	Review of Comparatives and Superlatives	Colombia: Cumbia	"D"	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 and contrast two musical groups using the vocabulary and comparatives and superlatives. I can pronounce "d" correctly. I can give information about music in Colombia. 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										
Music	Review of Comparatives and Superlatives	Colombia: Cumbia	"D"										
<p>Journaling</p> <ul style="list-style-type: none"> Speaking Journal <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 													
<p>Unit 24: Technology</p> <p>Unit 24, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Technology</td> <td>Possessive Adjectives and Pronouns Conjugation Practice</td> <td>Colombia: Idioms</td> <td>NA</td> </tr> </tbody> </table>				Vocabulary	Grammar	Culture	Pronunciation	Technology	Possessive Adjectives and Pronouns Conjugation Practice	Colombia: Idioms	NA	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 words related to technology in a variety of situations. I can use adjectives and possessive pronouns. I can use Colombian expressions. 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										
Technology	Possessive Adjectives and Pronouns Conjugation Practice	Colombia: Idioms	NA										
<p>Journaling</p> <ul style="list-style-type: none"> Writing Journal <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 													
<p>Unit 25: Measurements</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"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Measurements</td> <td>Demonstrative Adjectives and Pronouns Neutral Pronouns</td> <td>Colombia: Food</td> <td>"B" and "V"</td> </tr> </tbody> </table>				Vocabulary	Grammar	Culture	Pronunciation	Measurements	Demonstrative Adjectives and Pronouns Neutral Pronouns	Colombia: Food	"B" and "V"	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 the vocabulary related to measurements in a variety of situations. I can pronounce "b" and "v" correctly. I can use demonstrative adjectives and pronouns correctly. I can give information about Colombian food. 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										
Measurements	Demonstrative Adjectives and Pronouns Neutral Pronouns	Colombia: Food	"B" and "V"										
<p>Journaling</p> <ul style="list-style-type: none"> Speaking Journal <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 													

SCOPE AND SEQUENCE

UNIT OUTLINE				STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Unit 26: Clothing Unit 26, 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 words related to clothing in a variety of situations. I can use phrasal verbs. I can give information about Gabriel García Márquez. 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.
<u>Vocabulary</u>	<u>Grammar</u>	<u>Culture</u>	<u>Pronunciation</u>		
Clothing	Phrasal Verbs Verbs Followed by Prepositions	Literature: Gabriel García Márquez	NA		
Journaling <ul style="list-style-type: none"> Writing Journal 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 27: Midterm Exam Unit 27, Midterm includes: <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 				FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	I can demonstrate proficiency of objectives from units 19-27.
Unit 28: Work Unit 28, 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 words related to business and work in a variety of situations. I can give tú commands. I can give information about Nicaragua. 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>		
Work	Tú Commands Irregular Tú Commands – Positive and Negative Regular Tú Commands	Vivir en un Ciudad, o Vivir en un Pueblo Nicaragua: Introduction	NA		
Journaling <ul style="list-style-type: none"> Discussion Board Writing Journal 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 29: Shopping and Money Unit 29, 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 financial advice using usted commands and unit vocabulary. I can pronounce “r” and “rr” correctly. I can correctly use usted commands in the affirmative and negative forms. I can describe a famous Nicaraguan dish called gallopinto. 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.
<u>Vocabulary</u>	<u>Grammar</u>	<u>Culture</u>	<u>Pronunciation</u>		
Shopping and Money	Tú Commands Usted Commands From Preterite Tense to Command Form	Nicaragua: Food	“R” and “RR”		
Journaling <ul style="list-style-type: none"> Speaking Journal Assessments Include: Standards Aligned Quizzes: Reading and Listening Comprehension Standards Aligned Assessments: <ul style="list-style-type: none"> Writing Test 					

SCOPE AND SEQUENCE

UNIT OUTLINE				STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<ul style="list-style-type: none"> Speaking Test Online Objective Test 					<ul style="list-style-type: none"> I can use Spanish both within and beyond the classroom to interact and collaborate in my community and the globalized world.
<p>Unit 30: Expressions Using Por and Para</p> <p>Unit 30, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p>				FL1.1L.1 FL1.1L.2 FL1.1L.3 FL2.1L.1 FL2.1L.2 FL3.1L.1 FL3.1L.2	<ul style="list-style-type: none"> I can use expressions with por and para in a variety of situations. I can determine the differences between por and para. I can give information about who Rubén Darío is. 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		
Expressions with Por and Parra	Por vs Para ¿Por o Para? Conjugation Practice	Literature: Rubén Darío	NA		
<p>Journaling</p> <ul style="list-style-type: none"> Writing Journal <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 					
<p>Unit 31: Love and Dating I</p> <p>Unit 31, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p>				FL1.1L.1 FL1.1L.2 FL1.1L.3 FL2.1L.1 FL2.1L.2 FL3.1L.1 FL3.1L.2	<ul style="list-style-type: none"> I can use vocabulary related to love and friendship in a variety of situations. I can pronounce “j” and “g” correctly. I can use the present perfect. I can give information about piropos and festivals in Nicaragua. 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		
Love and Dating Relationships	Present Perfect Forming Present Perfect From Preterite to the Present Perfect Translation	Los piropos Nicaragua: Festivals	“J” and “G”		
<p>Journaling</p> <ul style="list-style-type: none"> Speaking Journal <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 					
<p>Unit 32: Relationships II</p> <p>Unit 32, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p>				FL1.1L.1 FL1.1L.2 FL1.1L.3 FL2.1L.1 FL2.1L.2 FL3.1L.1 FL3.1L.2	<ul style="list-style-type: none"> I can use words related to love and friendship in a variety of situations. I can use the present perfect with irregular participles. I can give information about courtship and things to do in Nicaragua. 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		
Love and Dating II	Present Perfect Irregular Verbs Conjugation Practice	El noviazgo Nicaragua: Qué ver y hacer Things to See in Nicaragua	NA		
<p>Journaling</p> <ul style="list-style-type: none"> Writing Journal <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 					
<p>Unit 33: Societal Issues I</p> <p>Unit 33, 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	<ul style="list-style-type: none"> I can use the vocabulary in the unit to discuss social problems. I can pronounce “y” correctly.

SCOPE AND SEQUENCE

UNIT OUTLINE				STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>Vocabulary</p> <p>Societal Issues</p>				FL2.II.2 FL3.II.1 FL3.II.2	<ul style="list-style-type: none"> I can distinguish between the indicative and subjunctive moods. I can give information about poverty and other problems in Latin American society. 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>Grammar</p> <p>Subjunctive Mood Indicative vs Subjunctive Subjunctive Clauses</p>					
<p>Culture</p> <p>Nicaragua: Poverty UNICEF</p>					
<p>Pronunciation</p> <p>"Y"</p>					
<p>Journaling</p> <ul style="list-style-type: none"> Speaking Journal <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 					
<p>Unit 34: Societal Issues II</p> <p>Unit 34, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p>				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"> I can use words related to social issues in a variety of situations. I can use the present subjunctive. I can give information about the political history of Nicaragua. 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>Vocabulary</p> <p>Societal Issues II</p>					
<p>Grammar</p> <p>Subjunctive Forms Present Subjunctive Indicative vs Subjunctive</p>					
<p>Culture</p> <p>Nicaragua: History</p>					
<p>Pronunciation</p> <p>NA</p>					
<p>Journaling</p> <ul style="list-style-type: none"> Writing Journal <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 					
<p>Unit 35: Slang</p> <p>Unit 35, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p>				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"> I can use idiomatic expressions in a variety of situations. I can pronounce "ll" correctly. I can use all of the Spanish verb tenses I have learned thus far. 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.
<p>Vocabulary</p> <p>Slang</p>					
<p>Grammar</p> <p>Integration of All Tenses</p>					
<p>Culture</p> <p>Nicaragua: Expresiones idiomáticas</p>					
<p>Pronunciation</p> <p>"LL"</p>					
<p>Journaling</p> <ul style="list-style-type: none"> Speaking Journal <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 					
<p>Unit 36: Unit Final Review and Test</p> <p>Unit 36, Semester Review:</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 I 				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"> I can demonstrate my proficiency of the objectives from units 19 through 36.