

# 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    | W06103G0.5058      | Grade Level     | 9-12                |
| Course Name  | WOL-Spanish III-A  | # of Credits    | .5                  |
| SCED Code    | 06103G0.5058       | Curriculum Type | K-12 Fuel Education |

### COURSE DESCRIPTION

Students further deepen their understanding of Spanish by focusing on the three modes of communication:

- interpretive,
- interpersonal, and
- presentational.

Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts.

Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, read and analyze important pieces of Hispanic literature, and take frequent assessments where their language progression can be monitored.

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
- 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

**PREREQUISITES:** High School Spanish IIa/IIb

### 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/<br>STUDENT CENTERED GOALS   |
|---|--|--|----------------------|--|--|
| <b>Unit 1: Love and Friendship</b><br><br>Unit 1, Lessons 1-10 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.   |  |  |                      | FL1.1L.1<br>FL1.1L.2<br>FL1.1L.3<br>FL2.1L.1<br>FL2.1L.2<br>FL3.1L.1<br>FL3.1L.2 | <ul style="list-style-type: none"> <li>I can conjugate verbs in the present indicative and the present subjunctive.</li> <li>I can expand about what I know about in Spanish about the modern family and love and friendship.</li> <li>I can discuss el cortejo en Hispanoamérica.</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> |  |  |
| Love and Friendship   | Present Indicative<br>Present Subjunctive  | Dating<br>Literature   | Vowel "A"            |  |  |
| <b>Journaling</b> <ul style="list-style-type: none"> <li>Speaking Journal</li> </ul> <b>Assessments Include:</b><br>Standards Aligned Quizzes: Reading and Listening Comprehension<br>Standards Aligned Assessments: <ul style="list-style-type: none"> <li>Writing Test</li> <li>Online Objective Test</li> </ul>                        |  |  |                      |  |  |
| <b>Unit 2: Physical Appearance/Personality</b><br><br>Unit 2, Lessons 1-10 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.   |  |  |                      | FL1.1L.1<br>FL1.1L.2<br>FL1.1L.3<br>FL2.1L.1<br>FL2.1L.2<br>FL3.1L.1<br>FL3.1L.2 | <ul style="list-style-type: none"> <li>I can use adjectives and possessive pronouns.</li> <li>I can pronounce "e" correctly.</li> <li>I can distinguish between using ser and estar.</li> <li>I can expand about what I know about in Spanish physical appearance and personality.</li> <li>I can give information about los huipiles of Central America.</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> |  |  |
| Physical Appearance<br>Personality  | Possessive<br>Adjectives and<br>Pronouns<br>Ser and Estar                            | Central America:<br>Los Huipiles<br>Traditional Clothing<br>of Guatemala   | Vowel "E"            |  |  |
| <b>Journaling</b> <ul style="list-style-type: none"> <li>Writing Journal</li> </ul> <b>Assessments Include:</b><br>Standards Aligned Quizzes: Reading and Listening Comprehension<br>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: School and Social Life in the Classroom</b><br><br>Unit 3, Lessons 1-10 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.   |  |  |                      | FL1.1L.1<br>FL1.1L.2<br>FL1.1L.3<br>FL2.1L.1<br>FL2.1L.2<br>FL3.1L.1<br>FL3.1L.2 | <ul style="list-style-type: none"> <li>I can use pronouns and the personal "a".</li> <li>I can use the vowel "i" correctly.</li> <li>I can utilize the past tense.</li> <li>I can expand about what I know about in Spanish home school or brick and mortar school.</li> <li>I can give information about los carnavales in Latin America.</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> |  |  |
| Education<br>School and Social<br>Life<br>In the Classroom  | Double Object<br>Pronouns<br>The Personal "A":<br>Regular and Irregular<br>Preterite | Home School vs<br>Brick and Mortar<br>School<br>Higher Education in<br>Spanish Speaking<br>Countries<br>Carnival in Latin<br>America<br>Literature: Jose Marti | Personal "A"         |  |  |
| <b>Journaling</b> <ul style="list-style-type: none"> <li>Speaking Journal</li> </ul> <b>Assessments Include:</b><br>Standards Aligned Quizzes: Reading and Listening Comprehension<br>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/<br>STUDENT CENTERED GOALS   |               |               |  |  |  |               |  |  |
|---|--|--|---------------|---------------|--|--|--|---------------|--|--|
| <p><b>Unit 4: Extracurricular Activities and Hobbies</b></p> <p>Unit 4, Lessons 10 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>Hobbies and Activities</td> <td>Imperfect Verb Tenses<br/>Preterite Verb Tenses<br/>Conversation</td> <td>Folklore and Dances<br/>Theater</td> <td>Vowel "O"</td> </tr> </tbody> </table>  | Vocabulary   | Grammar  | Culture       | Pronunciation | Hobbies and Activities                           | Imperfect Verb Tenses<br>Preterite Verb Tenses<br>Conversation | Folklore and Dances<br>Theater   | Vowel "O"     | FL1.IL.1<br>FL1.IL.2<br>FL1.IL.3<br>FL2.IL.1<br>FL2.IL.2<br>FL3.IL.1<br>FL3.IL.2 | <ul style="list-style-type: none"> <li>• I can use the imperfect tense and distinguish when to use it.</li> <li>• I can use the vowel "O" correctly.</li> <li>• I can distinguish between when to use the imperfect and preterite verb tenses.</li> <li>• I can expand about what I know about in Spanish about extracurricular activities and pastimes.</li> <li>• I can demonstrate understanding about the folklore dances.</li> <li>• I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</li> <li>• I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics.</li> <li>• I can present information, concepts, and ideas to inform on a variety of topics.</li> <li>• I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures.</li> </ul> |
| Vocabulary  | Grammar  | Culture  | Pronunciation |               |  |  |  |               |  |  |
| Hobbies and Activities  | Imperfect Verb Tenses<br>Preterite Verb Tenses<br>Conversation | Folklore and Dances<br>Theater   | Vowel "O"     |               |  |  |  |               |  |  |
| <p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>• Speaking/Conversation Journal</li> </ul> <p><b>Assessments Include:</b><br/>Standards Aligned Quizzes: Reading and Listening Comprehension<br/>Standards Aligned Assessments:</p> <ul style="list-style-type: none"> <li>• Writing Test</li> <li>• Speaking Test</li> <li>• Online Objective Test</li> </ul>  |  |  |               |               |  |  |  |               |  |  |
| <p><b>Midterm Exam</b></p> <p>Midterm includes:</p> <ul style="list-style-type: none"> <li>• Sessions 1-3: Review</li> <li>• Session 4: Grammar and Vocabulary<br/>Writing, Part I<br/>Writing, Part II</li> <li>• Session 5: Reading and Listening Comprehension<br/>Speaking, Part I<br/>Speaking, Part I</li> </ul>  |  |  |               |               |  |  |  |               |  |  |
| <p><b>Unit 5: Family Life, Family Values, chores</b></p> <p>Unit 5, Lessons 1-10 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>Family Life<br/>Family Chores<br/>Family Values</td> <td>Demonstrative Adjectives<br/>Por vs Para</td> <td>Christopher Columbus and the Catholic King &amp; Queen of Spain<br/>Las Madres de Plaza de Mayo</td> <td>Vowel "U"</td> </tr> </tbody> </table> | Vocabulary   | Grammar  | Culture       | Pronunciation | Family Life<br>Family Chores<br>Family Values    | Demonstrative Adjectives<br>Por vs Para                        | Christopher Columbus and the Catholic King & Queen of Spain<br>Las Madres de Plaza de Mayo | Vowel "U"     | FL1.IL.1<br>FL1.IL.2<br>FL1.IL.3<br>FL2.IL.1<br>FL2.IL.2<br>FL3.IL.1<br>FL3.IL.2 | <ul style="list-style-type: none"> <li>• I can use demonstratives in my Spanish.</li> <li>• I can distinguish between using por and para.</li> <li>• I can use the vowel "U" correctly.</li> <li>• I can expand about what I know about in Spanish family life and chores.</li> <li>• I can give information about Christopher Columbus and the kings and queens of Spain.</li> <li>• I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</li> <li>• I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics.</li> <li>• I can present information, concepts, and ideas to inform on a variety of topics.</li> <li>• I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures.</li> </ul>   |
| Vocabulary  | Grammar  | Culture  | Pronunciation |               |  |  |  |               |  |  |
| Family Life<br>Family Chores<br>Family Values   | Demonstrative Adjectives<br>Por vs Para                        | Christopher Columbus and the Catholic King & Queen of Spain<br>Las Madres de Plaza de Mayo | Vowel "U"     |               |  |  |  |               |  |  |
| <p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Writing Journal</li> </ul> <p><b>Assessments Include:</b><br/>Standards Aligned Quizzes: Reading and Listening Comprehension<br/>Standards Aligned Assessments:</p> <ul style="list-style-type: none"> <li>• Writing Test</li> <li>• Speaking Test</li> <li>• Online Objective Test</li> </ul>  |  |  |               |               |  |  |  |               |  |  |
| <p><b>Unit 6: Food in Society and Family</b></p> <p>Unit 6, Lessons 1-10 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 Kitchen<br/>The Importance of Food in Society</td> <td>Reflexive Verbs<br/>Commands<br/>Imperative Tense</td> <td>Mexican Tortillas and Tortillerias</td> <td>"IA" and "AI"</td> </tr> </tbody> </table>   | Vocabulary   | Grammar  | Culture       | Pronunciation | The Kitchen<br>The Importance of Food in Society | Reflexive Verbs<br>Commands<br>Imperative Tense                | Mexican Tortillas and Tortillerias   | "IA" and "AI" | FL1.IL.1<br>FL1.IL.2<br>FL1.IL.3<br>FL2.IL.1<br>FL2.IL.2<br>FL3.IL.1<br>FL3.IL.2 | <ul style="list-style-type: none"> <li>• I can use reflexive verbs correctly in a variety of contexts.</li> <li>• I can pronounce "ia" and "ai" correctly.</li> <li>• I can use command (the imperative tense) in Spanish.</li> <li>• I can expand about what I know about the food around me in Spanish.</li> <li>• I can give information about Mexican tortillas and the relationship to the Mexican culture.</li> <li>• I can give a presentation in Spanish.</li> <li>• I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</li> <li>• I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics.</li> </ul>   |
| Vocabulary  | Grammar  | Culture  | Pronunciation |               |  |  |  |               |  |  |
| The Kitchen<br>The Importance of Food in Society  | Reflexive Verbs<br>Commands<br>Imperative Tense                | Mexican Tortillas and Tortillerias   | "IA" and "AI" |               |  |  |  |               |  |  |
| <p><b>Journaling</b></p> <ul style="list-style-type: none"> <li>• Speaking Journal</li> </ul> <p><b>Assessments Include:</b><br/>Standards Aligned Quizzes: Reading and Listening Comprehension<br/>Standards Aligned Assessments:</p>  |  |  |               |               |  |  |  |               |  |  |

## SCOPE AND SEQUENCE

| SCOPE AND SEQUENCE   |  |   |                                      |  |
|--|--|---|--------------------------------------|--|
| UNIT OUTLINE   | STANDARD   | OUTCOMES OBJECTIVES/<br>STUDENT CENTERED GOALS  |                                      |  |
| <ul style="list-style-type: none"> <li>Writing Test</li> <li>Speaking Test</li> <li>Online Objective Test</li> </ul>   |  | <ul style="list-style-type: none"> <li>I can present information, concepts, and ideas to inform on a variety of topics.</li> <li>I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures.</li> <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>Unit 7: Urbanization: A Social Phenomenon/Public Transportation</b>   |  |   |                                      |  |
| Unit 7, Lessons 1-10 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.  |  |   |                                      |  |
| <b>Vocabulary</b>  | <b>Grammar</b>   | <b>Culture</b>  | <b>Pronunciation</b>                 |  |
| City Life<br>Urbanization<br>Public Transportation   | Hacer<br>Gustar<br>Verb Conjugation<br>Interrogatives and<br>Exclamations        | Las Malvinas<br>Bullfighting<br>The Falklands War   | Diphthongs ie/er                     |  |
| <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 8: Project Unit – A Study Abroad</b>   |  |   |                                      |  |
| Unit 8, Lessons 1-10 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.  |  |   |                                      |  |
| <b>Vocabulary</b>  | <b>Grammar</b>   | <b>Culture</b>  | <b>Pronunciation</b>                 |  |
| Project: Study<br>Abroad<br>Travel and Itinerary<br>Budget   | Hay, Habia, Hubo<br>Conversation<br>The Perfect Tense                            | Varies with Trip<br>Itinerary   | Practice Diphthongs<br>"UA" and "AU" |  |
| <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>Final Review and Test</b>   |  |   |                                      |  |
| Semester Review:   |  |   |                                      |  |
| <ul style="list-style-type: none"> <li>Sessions 1-3: Review</li> <li>Session 4: Grammar and Vocabulary<br/>Writing, Part I<br/>Writing, Part II</li> <li>Session 5: Reading and Listening Comprehension<br/>Speaking, Part I<br/>Speaking, Part I</li> </ul> | FL1.1L.1<br>FL1.1L.2<br>FL1.1L.3<br>FL2.1L.1<br>FL2.1L.2<br>FL3.1L.1<br>FL3.1L.2 | <ul style="list-style-type: none"> <li>I can demonstrate my proficiency of the objectives from units 1 through 8.</li> </ul>  |                                      |  |