

# 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	W06103G0.5068	Grade Level	9-12
Course Name	WOL-Spanish III-B	# of Credits	.5
SCED Code	06103G0.5068	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 and Spanish IIIa

### 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 9: Artistic Movements - The Importance of Architecture in Society</b>  Unit 9, Lessons 1-10 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 utilize the past voice in Spanish.</li> <li>I can pronounce "ue" and "eu" correctly.</li> <li>I can expand about what I know about in Spanish about art and architecture.</li> <li>I can give information about La Sagrada Familia.</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>		
Artistic Movements The Importance of Architecture in Society	Passive Voice Ser and Past Participle Passive "se"	La Sagrada Familia Gustavo Adolfo Becquer	Letter Combinations "UE" and "EU"		
<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>Unit10: Online Computers and the Social Network</b> <b>Technology: A Symbol of Modern Society</b>  Unit 10, Lessons 1-10 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 utilize negative words and affirmative words correctly.</li> <li>I can pronounce "oi" and "io" correctly.</li> <li>I can expand about what I know about technology and the social networks.</li> <li>I can give information about El día de los muertos.</li> <li>I can complete and give a written 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> <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>		
Online Computers and the Social Network Technology: A Symbol of Modern Society	Negative & Indefinite Words Prepositions & Verbs with Prepositions	El Día de los Muertos	Letter Combinations "OI" and "IO"		
<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 11: The Press Television</b>  Unit 11, Lessons 1-10 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 utilize the subjective tense in adjective clauses and nominal clauses.</li> <li>I can pronounce "t" and "d" correctly.</li> <li>I can expand about what I know about means of communication.</li> <li>I can give information about telenovelas 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>		
The Press Television	Present Subjunctive – Noun Clauses Present Subjunctive Adjective Clauses	Las Telenovelas Literature: Garcilaso de la Vega	Letters "T" and "D"		
<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 12: Health Alternative Medicine vs. Traditional Medicine</b>  Unit 12, Lessons 10 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 utilize the subjunctive tense in adverbial clauses.</li> <li>I can expand about what I know about health care and different types of medicine.</li> <li>I can give information about la bachata.</li> <li>I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</li> </ul>
<b>Vocabulary</b>	<b>Grammar</b>	<b>Culture</b>	<b>Pronunciation</b>		
Health	Present Subjunctive Adverb Clauses	Bachata	NA		

**SCOPE AND SEQUENCE**

UNIT OUTLINE				STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Alternative Medicine vs Traditional Medicine	Review of Present Subjunctive				<ul style="list-style-type: none"> <li>I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics.</li> <li>I can present information, concepts, and ideas to inform on a variety of topics.</li> <li>I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures.</li> </ul>
<b>Journaling</b> <ul style="list-style-type: none"> <li>Speaking/Conversation 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>Midterm Exam</b>  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 1-4.</li> </ul>
<b>Unit 13: Preservation of Nature Pollution</b>  Unit 13, Lessons 1-10 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 utilize the future and conditional tense in a variety of contexts.</li> <li>I can pronounce "r" and "rr" correctly.</li> <li>I can give my opinion about the environment and how to take care of it.</li> <li>I can give information about baseball in 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> </ul>
<b>Vocabulary</b>	<b>Grammar</b>	<b>Culture</b>	<b>Pronunciation</b>		
Preservation of Nature Pollution	Future Tense and Future Probability Conditional "I" and Conditional "I" Probability	El Beisbol Cinco de Mayo	"R" and "RR"		
<b>Journaling</b> <ul style="list-style-type: none"> <li>Discussion Board</li> <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 14: The Educational System in Other Countries and The Importance of a Second Language in the Workforce</b>  Unit 14, Lessons 1-10 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 utilize the past subjunctive tense.</li> <li>I can pronounce "j" correctly.</li> <li>I can give my opinion in Spanish about the educational system and foreign languages.</li> <li>I can give information about the educational system that is superior 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> </ul>
<b>Vocabulary</b>	<b>Grammar</b>	<b>Culture</b>	<b>Pronunciation</b>		
The Educational System in Other Countries The Importance of a Second Language in the Workforce	Past Subjunctive – Conjugations Past Subjunctive – Uses	Higher Education in Hispanic Countries	"J"		
<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 15: Immigration and Social Welfare</b>  Unit 15, Lessons 1-10 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 utilize the past subjunctive tense.</li> <li>I can pronounce "gue," "gui," "ge," and "gi" correctly.</li> <li>I can give my opinion in Spanish about social problems.</li> <li>I can give information in Spanish about latinos in the United States.</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>		
Immigration Social Welfare	Review Past Subjunctive – Uses Past Subjunctive – Hypothetical	Latinos in the U.S. The Football War	"GUE" "GUI" "GE" "GI"		
<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: Project Unit – Preparing for the Future (Resumé and Job Interviews)</b>  Unit 16, Lessons 1-10 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 research careers that I want to study.</li> <li>I can prepare a curriculum vitae in Spanish.</li> <li>I can create a cover letter in Spanish.</li> <li>I can prepare for a job interview in Spanish.</li> <li>I can interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</li> <li>I can understand, interpret, and analyze what is heard, read or viewed on a variety of topics.</li> <li>I can present information, concepts, and ideas to inform on a variety of topics.</li> <li>I can use Spanish to investigate between the practices and perspectives of Spanish-speaking cultures.</li> </ul>
<b>Vocabulary</b>	<b>Grammar</b>	<b>Culture</b>	<b>Pronunciation</b>		
Preparing for the Future Resume and Job Interviews	Review of Tenses and Moods	NA	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>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 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 1 through 8.</li> </ul>