

Syllabus

Florida Spanish 1B

Course Overview

Learning a new language is a multi-faceted experience in which you are introduced to a whole new set of words and ways of expressing yourself with words, along with new cultures formed by people who have been speaking that language for centuries. The Spanish-speaking world is vast and rich, spanning Spain in the Iberian Peninsula and many parts of North, Central, and South America, all with varied ethnic and political histories and cultures.

In Florida Spanish 1B, you'll be introduced to several common situations in which people describe how to earn, save, and manage money, modes of urban transportation, various seasons and the associated weather conditions, food, clothes, and activities. You'll also describe various art forms, plays, concerts, and movies. You'll discuss health and well-being and travel and tourism. You'll build on what you learned in the Florida Spanish 1B course to communicate by listening, speaking, reading, and writing in Spanish as you internalize new vocabulary and grammar. You'll also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. You will build on this semester's work as you advance in your Spanish studies: everything that you learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Goals

By the end of this course, you will be able to do the following:

- Use regular verbs in the preterite (past) tense.
- Use direct-object pronouns and the preterite of **leer** (read), **sacar** (take out), and **prestar** (lend), along with direct-object pronouns.
- Construct and comprehend, orally and in writing, sentences in Spanish in the preterite tense with a variety of regular and irregular verbs.
- Use the present tense to describe weather conditions and the associated food, clothing, and activities.
- Use the verbs **hacer** and **estar** to describe weather conditions.
- Use **ir + a** to talk about what is going to happen in the future.
- Use future tense to talk about weather forecast.
- Use subjunctive mood with **para que** (so that or in order that).

Language Skills

Florida Spanish 1A is a prerequisite course for Florida Spanish 1B. The following fundamental concepts and skills will be helpful.

- a basic knowledge of parts of speech, such as noun, verb, subject, adjective, and adverb
- the ability to read and speak English and compose paragraphs or lines of dialogue that form a coherent whole
- a basic understanding of world geography

General Skills

To participate in this course, you should be able to do the following activities:

- Work with word processing software such as Microsoft Word or Google Docs.
- Work with presentation software such as Microsoft Power Point.
- Do online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document.

Credit Value

Florida Spanish 1B is a 0.5-credit course.

Tips for Language Learning

- Relax and enjoy yourself: To continue learning a new language, you will build on what you have already learned and incorporate new vocabulary and grammar concepts with the old, increasing your ability to communicate by listening, speaking, reading, and writing as you progress. To foster your progress, concentrate on communicating, not on using a new language beyond your current abilities. You will make errors, so look for improvement in your ability to communicate rather than perfect replication of the language you are learning.
- Immerse yourself in the language as much as you can. Replay audio, especially extended audio passages, to gain familiarity with the sound and meanings of the language. Look for opportunities to learn songs and watch multimedia content in the language.
- Use the mobile games that are packaged with this course to increase your fluency and comprehension of the language.
- Take advantage of and create additional opportunities besides those offered in the course to communicate in the language in everyday situations.
 - Use the audio recorder device provided with this course package (or any other recording device installed on your PC) to practice speaking, and play back your recordings to check for vocabulary and grammar usage and clarity of pronunciation (not perfection).
 - Practice reading the language aloud.

- Use the discussion forums provided to practice communicating in written form with other learners.
- Look for online language practice chat forums and real-life situations in which you can use the language, at whichever level you are comfortable with.
- Use the opportunities offered in the course to compare your responses with the sample answers provided in written form or as audio files. Your responses need not be exactly the same as the sample answers; rather, you should check for correctness of vocabulary, grammar, and pronunciation. If you're in doubt, you may consult your teacher (or anyone else you know who is proficient in Spanish).
- Learn the language in the context of the words and the situations in which they are used, instead of learning by a process of translation between Spanish and English.

Mobile Games for Language Learning

Each lesson in this language course includes a game that is available on mobile devices and is designed to help you practice your listening and comprehension skills, whether you're in class or on the go.

Each game is based on one of these four game engines:

- **Rapid Fire:** You hear words or phrases read in a certain sequence and tap the images that represent the words or phrases, repeating the same pattern. This game is a fast-paced vocabulary builder and has a head-to-head multi-player option.
- **This or That:** You hear a series of words or phrases, one at a time, and tap one of two pictures to place each word or phrase in its proper category, like food or drink, or true or false. This is a fast-paced game that helps you think about vocabulary and phrases and has a head-to-head multi-player option.
- **What's My Line:** You hear a group of phrases or sentences and drag the speech bubble for each phrase or sentence onto the picture that best illustrates that phrase. This game helps you practice distinguishing between related vocabulary items and has a head-to-head multi-player option.
- **Phrase Builder:** You build a sentence from words or short groups of words. You listen to the sentence, drag the speech bubbles to recreate the sentence, and then submit it for scoring. This game helps you think about the formation of sentences in the language and only plays in solo mode.

To gain access to the language games, you will need to use one of the following types of devices:

Apple iPads, iPhones, or iPod Touch devices using iOS 4 or later, tablets or phones running the Android OS v2.3 or later.

Here are the steps and requirements for getting to the games:

For IOS devices: Visit the [Apple Mobile App store](#) in iTunes or on your device. Find the Plato World Languages Games app that matches your language and semester. Download the app, launch it, and use your PLE credentials to log in.

For Android devices: Visit [Google PLAY](#) on your PC or device. Find the Plato World Languages Games app that matches your language and semester. Download the app, launch it, and use your PLE credentials to log in.

The first time you launch the installed app for a certain semester on a certain mobile device, you must establish that you are a Plato customer and are part of a district or school with licenses for the semester of languages at hand. To do this, you will enter your normal PLE login credentials, including *Account Login*, *Plato Name*, and *Password*. Then you will be able to open and play games directly on a designated device for one semester's worth of games. This access will last for one year from the date of authentication. If you continue to be a PLE user and your school continues to license the language courses, you can re-authenticate to unlock the games for an additional year.

Course Materials

- Notebook
- Presentation software
- Computer with Internet connection and speakers or headphones
- Recording device on your computer for practicing and for teacher-submitted audio tasks
- Microsoft Word or equivalent
- Microsoft Excel or equivalent

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: Around the Community

Summary

In this unit, you will describe how to earn, save, and manage money and use credit and debit cards. Next, you will describe different modes of urban transportation, the pros and cons of walking in the city, and use appropriate language to communicate with drivers. Next, you will describe various activities associated with shopping at the outdoor market, supermarket, convenience store, and the mall. Finally, you will describe a visit to the library, a trip to the park, and the activities enjoyed in those places.

Day	Activity/Objective	Type
1 day: 1	Syllabus and Plato Student Orientation <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
3 days: 2-4	Earning and Saving <i>Describe how money is earned and saved, how to open a bank account, how to use credit and debit cards.</i> Grammar Objectives: <ul style="list-style-type: none"> • Use the verbs DEBER (TO OWE), AHORRAR (TO SAVE), DEPOSITAR (TO DEPOSIT), SACAR (TO WITHDRAW), and GANAR (TO EARN). • Use regular verbs in the preterite (PAST) tense. • Use verbs that have an irregular YO form in the preterite tense, such as SACAR. 	Tutorial
3 days: 5-7	Getting Around Town <i>Describe traveling within a city by walking, by bus, taxi, and personal automobile.</i> Grammar Objective: <ul style="list-style-type: none"> • Use <i>I would like</i> and other expressions when travelling in the Spanish-speaking world. • Practice <i>to need, to go, and to be able to</i>. 	Tutorial
4 days: 8-11	Shopping <i>Describe and discuss shopping at the outdoor market, supermarket, convenience store, and the mall.</i> Grammar Objectives: <ul style="list-style-type: none"> • Use the preterite tense of COMPRAR (BUY), PAGAR (PAY), and RECIBIR (RECEIVE). • Use the imperfect tense and compare its use to the preterite. 	Tutorial
4 days: 12-15	Libraries and Parks <i>Describe visits to community libraries and parks, including the things you would do in those places.</i> Grammar Objective: Use direct-object pronouns. Use preterite of LEER (READ), SACAR (TAKE OUT), and PRESTAR (LEND), along with direct-object pronouns.	Tutorial
3 days: 16–18	Unit Activity and Discussion—Unit 1	Unit Activity Discussion

1 day: 19	Posttest—Unit 1	Assessment
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Unit 2: Clothing, Seasons, and the Weather

Summary

In this unit, you will describe the various seasons, the weather conditions, seasonal foods, clothing worn, and activities enjoyed during the spring, summer, fall, and winter. Next, you will discuss extreme weather conditions and what you can do to deal with such situations. Finally, you will follow weather forecasts.

Day	Activity/Objective	Type
4 days: 20-23	<p>Spring and Summer <i>Describe common weather conditions, seasonal foods, clothing worn, and activities enjoyed in the spring and summer.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Use the present progressive tense. • Use the present tense to describe common weather conditions. • Use the verb HACER to describe weather conditions. 	Tutorial
3 days: 24-26	<p>Fall and Winter <i>Describe common weather conditions, seasonal foods, clothing worn, and activities enjoyed in the fall and winter.</i></p> <p>Grammar Objective: Use the verbs HACER and ESTAR to describe weather conditions in the present tense.</p>	Tutorial
3 days: 27-29	<p>Wild Weather <i>Discuss extreme weather conditions and the role that we can play in dealing with such situations.</i></p> <p>Grammar Objective: Use IR A to discuss what is going to happen.</p>	Tutorial
3 days: 30-32	<p>Following the Weather Forecast <i>Follow a weather forecast accurately and prepare a mock forecast for specific places around the world.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Use the present progressive and IR A to talk about what is happening now and what is going to happen. • Review use of HACER in the present tense. • Introduce the formation and use of the future tense. 	Tutorial

3 days: 33-35	Unit Activity and Discussion—Unit 2	Unit Activity Discussion
1 day: 36	Posttest—Unit 2	Assessment

Unit 3: The Arts

Summary

In this unit, you will learn about creating art through drawing and painting, the various tools and techniques used by artists, and the contributions of famous artists. Then, you will describe the experience of watching a play, a musical, a professional dance presentation, and a concert. Next, you will learn about movie making and some professional filmmakers. Finally, you will describe your favorite movies and state reasons for liking them.

Day	Activity/Objective	Type
3 days: 37-39	<p>A Visit to the Art Museum</p> <p><i>Describe the art of drawing and painting, the tools and techniques required, and identify famous artists, and their contributions to society.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> Practice using VER (SEE), MIRAR (LOOK AT), and COMPRENDER (UNDERSTAND). Use ADMIRAR (ADMIRE), DIBUJAR (DRAW), ESBOZAR (SKETCH), and PREPARAR (PREPARE). 	Tutorial
3 days: 40-42	<p>A Visit to the Theatre</p> <p><i>Describe the experience of watching a play, a musical, and a professional dance presentation.</i></p> <p>Grammar Objective: Use ACTUAR (ACT), PRACTICAR (PRACTICE), MEMORIZAR (MEMORIZE), BAILAR (DANCE), and ENSAYAR (REHEARSE).</p>	Tutorial
4 days: 43-46	<p>Bands and Concerts</p> <p><i>Describe the experience of attending a concert, including buying tickets, the performance, and the instruments and equipment used by musicians.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> Practice verbs and vocabulary associated with music, bands, and concert-going. 	Tutorial

	<ul style="list-style-type: none"> Review and further practice the future tense. 	
4 days: 47-50	<p>The Cinematic Arts</p> <p><i>Describe movie making and professional filmmakers as well as favorite movies and why one likes them.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> Learn movie genres in Spanish. Learn terminology of movie making. Practice terminology of filmmakers and their jobs. Practice grammar as needed. 	Tutorial
3 days: 51–53	Unit Activity and Discussion—Unit 3	Unit Activity Discussion
1 day: 54	Posttest—Unit 3	Assessment

Unit 4: Health and Well-Being

Summary

In this unit, you will discuss the beneficial and harmful aspects of specific foods and food groups. Then, you will describe some common sports and activities and their benefits to various parts of the body. Next, you will discuss the basics of visiting a doctor’s office or clinic, asking and answering questions about medical problems, and requesting appropriate treatment. Finally, you will describe different ways to communicate health care and emergency needs in various situations, including on the phone, with paramedics, and at a hospital.

Day	Activity/Objective	Type
3 days: 55-57	<p>What to Eat</p> <p><i>Compare and contrast the beneficial and harmful aspects of specific foods.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> Use subjunctive mood with PARA QUE (AS SO THAT or IN ORDER THAT). Practice the stem-changing verbs in subjunctive: e to ie and o to ue. Review the difference between PIENSO EN (THINK 	Tutorial

	<p><i>ABOUT</i>), PIENSO DE (HAVE AN OPINION ABOUT), and CREER (BELIEVE OR TO HAVE AN OPINION ABOUT).</p> <ul style="list-style-type: none"> • Use comparatives and superlatives. 	
3 days: 58-60	<p>Sports and Exercise</p> <p><i>Describe common sports and activities and their benefits to various parts of the body.</i></p> <p>Grammar Objective: Use the YO-GO and YO-ZCO verbs, such as TENGO and CONOZCO.</p>	Tutorial
3 days: 61-63	<p>Visiting the Doctor's Office</p> <p><i>Describe the basics of visiting a doctor's office or clinic, asking and answering questions about medical problems, and requesting appropriate treatment.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Use the formal imperative. • Practice using indirect object pronouns. 	Tutorial
3 days: 64-66	<p>Emergency Care</p> <p><i>Communicate health care and emergency needs in a variety of situations, including on the phone, with paramedics, and at a hospital.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Use the question <i>What happened?</i> as asked by paramedics and emergency room personnel. • Use preterite tense to answer a variety of health-related situations. • Use the formal imperative for medical visits and emergency situations, such as call 911. • Practice reflexive verbs in the present tense and in the imperative mode. 	Tutorial
3 days: 67-69	Unit Activity and Discussion—Unit 4	Unit Activity Discussion
1 day: 70	Posttest—Unit 4	Assessment

Unit 5: Traveling Abroad

Summary

In this unit, you will become familiar with the locations of Spanish-speaking countries and major tourist attractions in each of them. Then, you will describe requirements for traveling abroad, such as passport, visa, immunizations, and other such formalities. Next, you will learn about planning a trip, including researching and selecting a destination and purchasing airline tickets. Finally, you will create a travel itinerary for a particular destination, including traveling by various modes of transport, such as bus, train, and/or automobile, and also determine cost, scheduling, and travel time.

Day	Activity/Objective	Type
3 days: 71-73	<p>The Spanish-Speaking World</p> <p><i>Become familiar with the locations of Spanish-speaking countries and major tourist attractions in each of them.</i></p> <p>Grammar Objective:</p> <ul style="list-style-type: none"> • Use SER vs. ESTAR in their respective contexts. • Use the preterite tense of SER, IR, and ESTAR to talk about past experiences in different countries. 	Tutorial
4 days: 74-77	<p>Passports and Travel Requirements</p> <p><i>Describe passport, visa, and other requirements (such as immunizations) for traveling abroad, as well as the cultural differences one may encounter.</i></p> <p>Grammar Objectives:</p> <ul style="list-style-type: none"> • Learn vocabulary related to travel documents. • Use the phrases ME GUSTARÍA, ME ENCANTARÍA, and TENGO MUCHAS GANAS DE. 	Tutorial
3 days: 78-80	<p>Planning a Trip</p> <p><i>Plan a trip, including researching and selecting a destination and purchasing airline tickets.</i></p> <p>Grammar Objective: Use direct- and indirect-object pronouns.</p>	Tutorial
4 days: 81-84	<p>Ways to Travel</p> <p><i>Plan a travel itinerary for a chosen destination, including bus, train, and/or automobile, reflecting on cost, scheduling, and travel time.</i></p> <p>Grammar Objective: Use comparatives and superlatives.</p>	Tutorial
3 days: 85–87	<p>Unit Activity and Discussion—Unit 5</p>	Unit Activity Discussion
1 day: 88	<p>Posttest—Unit 5</p>	Assessment

1 day: 89	Semester Review	
1 day: 90	End-of-Semester Exam	Assessment