Syllabus

SPAN 1302: Spanish Two for Non-Natives

CRN #26820 (ONLINE)

MSL COURSE CODE: CRSKLSP-512261

Course Instructor

Instructor: Daniel Ríos-Lopera

Email address: drioslopera@utep.edu

Office hours: TBA

Term: Spring 2017

Course Description

Elementary Spanish Two is a continuation of Spanish 1301, with the introduction of more complex elements of grammar; additional practice in the four basic skills: writing, listening, understanding and speaking.

Course Overview

You may be admitted to Spanish 1302 only if you have taken the Spanish Placement Test and have placed directly into SPAN 1302, or if you have contacted the Undergraduate Spanish Advisor to remove the departmental approval requirement. The Department of
Languages and Linguistics reserves the right to rectify errors in placement caused by a student’s failure to observe these guidelines, including the option to drop a student enrolled in an inappropriate course.

Credit Hours: 3 Credit Hours
Prerequisite Courses: SPAN 1301 AND OR SPT
Prerequisite Skills and Knowledge:
  Completion of the Spanish Placement Test with direct placement into SPAN 1302 Documented removal of the departmental approval requirement

Required Materials

  Course Textbook

    A good Spanish-English dictionary
    You must have a computer headset (microphone and earphone set). This textbook can be purchased at the UTEP Bookstore. You can not buy a used edition of the book because you will need the access code for My Spanish Lab.

Course Learning Outcomes

Upon completion of this course, you should be able to:

Course objectives according to ACTFL:

A. Listening: At the end of Spanish 1302, the students will be able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

B. Writing: Students will be able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombination of learned vocabulary and structures into simple sentences on very familiar topics.
C. **Reading:** Students will be able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

D. **Speaking:** Able to handle successfully a limited number of interactive, task-oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

**Methodology**

This course is taught in Spanish. If you don’t hear Spanish, you won’t learn it. Please try to use only Spanish when speaking in this course. The following three expressions will initially help you survive:

- “No entiendo” (‘I don’t understand’)
- “¿Cómo se dice ______ en español?” (‘How do you say ______ in Spanish?’)
- “¿Qué quiere decir ______?” (‘What does ______ mean?’).

**The role of grammar**

Grammar is indeed important, but if all you do is grammar drills you’ll never learn to speak the language. Instead, the student will be able to put the grammar to use in contextualized, communicative situations of the sort you’ll encounter in the class. Although mechanical practice is necessary, it shouldn’t dominate class time, which must be spent communicating in Spanish. To practice the grammar in class, please study the assigned pages of the textbook. If you are prepared, you’ll find it easier to communicate in the target language. If you don’t understand a particular grammar point, ask your instructor.
Speech errors

Sometimes students are reluctant to speak for fear of making mistakes. It’s a natural part of the language-learning process to make mistakes. Your instructor will not correct every error you make, for if he/she did so, it would take you forever to communicate anything. In class, your speech errors will be corrected when they interfere dramatically with your attempt to communicate, when they pertain to the grammar structures that are being studied that day, or when they are of a sort that could embarrass you socially.

Course Technology

SPAN 1302 requires the use of My Spanish Lab. Links to course materials and electronic resources for each week of class are located on the myspanishlab.com.

Also, student needs UTEP Blackboard access

Technology Requirements/Knowledge

This course is presented in the Blackboard learning management system.

It is expected that you have basic Internet skills if you are in this course. Those skills include the ability to login to the course website and send and receive email with attachments. Also, you must be familiar with MS Word to complete the course and know how to save all assignments in RTF (rich text format). If you need to review any of the Internet basics, please go to the Microsoft site and brush up.

To ensure your success in accessing your course materials and completing your assignments, it is recommended that you ensure your computer setup for this class meets the following minimum requirements:

- Broadband Internet connection, such as cable or DSL

- A modern computer (PC or Mac), no more than four years old, with the following minimum configuration:
  - Processor: Dual-core or better, at least 2 GHZ
  - RAM: 2 GB or better
  - Operating System: Windows 7 or 8, or Mac OS X 10.3.9 or better
Computer headset is recommended (microphone and earphone set).

- The hands-free option for your telephone will work in most cases.

Tech Support

The University of Texas at El Paso offers complete technical information and online help desk support at [http://at.utep.edu/techsupport/](http://at.utep.edu/techsupport/).

Preparation for Computer Emergencies

**Computer Crash:** Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. **NOTE:** Identify a second computer that you can use when/if your personal computer crashes.

**Server problems:** When the [Blackboard](https://blackboard.com) or [MySpanishLab](https://myspanishlab.com) server needs downtime for maintenance, the [Blackboard](https://blackboard.com) or [MySpanishLab](https://myspanishlab.com) administrator will post an announcement in your course informing the time and the date. If the server experiences unforeseen problems your course instructor will send an email.

**Complete Loss of Contact:** If you lose contact with me completely (i.e. you cannot contact me via [Blackboard](https://blackboard.com) or email), please contact me at my telephone (915) 850-3416 and explain the reason you cannot contact me and leave me a way to contact you.

**Lost/Corrupt/Disappeared files:** You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of failure (e.g., [Blackboard](https://blackboard.com) server crash or virus infection, students own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, I may/will request you to resubmit the files. In other words, if you submit a document to me, and I either do not receive it (lost in cyberspace) or it is corrupted when I open it, it is incumbent upon you to resend it to me, corrected, with little or no “downtime” in regard to the timeline for submission.
Structure and sequence of Assessment and Learning activities

The variety of learning goals for this course requires a variety of learning activities and assessment. The assessments serve to give you valuable feedback about how well you are achieving the learning goals. The assessments are forward looking. "This means that if you perform these tasks satisfactorily, you can be confident that you will be able to speak, listen, write and understand the language in order to use it out of the classroom at very novice high level".

Individual performance components

Here are some of the activities you must do during the semester in order to learn the language. You must do this consistently:

- Have a good knowledge of the vocabulary studied in the course.
- Prepare daily preparation for class: both from the book and on line exercises. Spend time working outside class.
- Speak and listen the language every day.
  - Do your regular homework from the textbook, workbook or any other assignments given by your instructor. Take exams or quizzes on time.
  - Write a lot: writing assignments that include sentences and online workbook exercises. Log in regularly on both platforms Blackboard and MySpanishLab
- Have confidence in your ability to use the language expressing your ideas on a subject. Work effectively and productively with other students.

Textbook and Online Language Lab

To register, please go to www.myspanishlab.com
Enter your access code (included in your textbook) And then enter the following Course ID

You can see the following videos to learn more about MSL:

http://www.youtube.com/watch?v=qZGkelldE3Y&list=PLkjI7bvgoAlhtq13WQYz0Rl9OoeDxJxy5
http://www.youtube.com/watch?v=bcO1_FqESaA&list=PLkjI7bvgoAlhtq13WQYz0Rl9OoeDxJxy5
My Spanish Lab is a new, nationally hosted online learning and assessment system for elementary Spanish courses. This convenient, easily navigable site offers a wide array of language-learning tools and resources, including powerful voice tools, a flexible grade book, an interactive version of the Anda Elemental Student Activities Manual, an interactive version of the Anda Elemental student text, and all materials from the Anda Elemental audio and video programs.

In MySpanishLab, students are recognized as individuals with individual learning needs. For example:

Readiness Checks: At the beginning of each chapter, students may answer questions covering several grammar concepts necessary for understanding the grammar in that chapter. If the Readiness Check indicates they need help on a specific topic, they are referred to appropriate grammar tutorials for the instruction they need.

English and Spanish Grammar Tutorials: 90 short, animated tutorials teach students the English grammar they need in order to understand the Spanish grammar covered in the text. Other grammar tutorials teach or review the Spanish grammar topics covered in the course.

"Need Help" Feature: When enabled by the instructor, a "Need Help" box appears as students are doing online homework activities, providing links to grammar tutorials, e-book sections, and additional practice activities—all of which are directly relevant to the task at hand.

Oral Practice

With MySpanishLab, students are able to increase their oral proficiency without leaving the online environment. For example:

Audio Recording: Students can record their voices in response to oral activities from the Student Activities Manual.

Audio Feedback: Instructors can access any or all of the students' recorded audio directly from the course gradebook, then listen, enter a grade, make comments in writing, or record a response in return.

Online Oral Communication Tools: Students can engage in online communication with their classmates, either synchronously or asynchronously thru WIMBA.

All your materials will be online—the e-book and the interactive language lab—and you will have access to them for the semester. As soon as possible, enroll in this class at MySpanishLab. Be sure to start with Step 1, performing the “Browser Tune-Up.” When you perform the “Browser Tune-Up" on MySpanishLab, you may be required to download and install some free software on your computer that MySpanishLab needs to function. If so, the Tune-Up will provide complete instructions.

Although you may go to www.myspanishlab.com directly on the web, I suggest you go to it through the Blackboard site. Go to your Blackboard page, click on Web Links. There you will find the link to the Anda site. By doing it this way, you will always check your Blackboard assignments and announcements before you log in to the textbook website. There WILL be assignments on both sites so make sure to check every day.

If you need help registering for the MySpanishLab course/section, go to Pearson Customer Help. Click CHAT on the top toolbar. Fill in the form and click, SUBMIT. An instant messaging box will open and a technical support assistant will be able to help you with your specific issue.
Explore *MySpanishLab* and Blackboard. If you have questions about how the lab works, contact your instructor as soon as possible. Not understanding how *MySpanishLab* and Blackboard work is not an excuse for late work.

Login requirements: You will need to log in a minimum of three times per week during the semester on MSL and BB.

**Module components**

Each module contains:

1. Learning Goals for the week.
2. An Activity Plan, which lists the assignments you need to complete to master that module’s topic. The Activity Plan will assign exercises in *MySpanishLab*. Each exercise is assigned points. The final grade for these exercises will be determined by adding all points received for each activity completed. Not all chapter exercises will be assigned—only those listed in MSL assignment will be graded. You are encouraged to complete additional exercises for further practice and review, but they will not be counted toward this portion of the grade. *MySpanishLab* is designed to provide immediate feedback and exercises can be completed multiple times. Therefore you can (and should) practice an activity before submitting it for credit. The due dates is at 11:59 pm, unless otherwise indicated. For submission of exercises reflect the latest possible time the assigned work will be accepted for credit. I suggest that you begin the assignments well before the due date.

**Time management**

The tentative schedule contains all assignments and deadlines in details so you can plan ahead. Expect to spend three hours on preparation and learning assignments for every semester credit hour. Since this class is a 3 credit hour class, expect to spend about 9 hours out of class on assignments for a total of about 12 hours per week to obtain a good grade in class. Please, combine the course schedules of all your classes, create your own study schedule and stick to it.

**Expectations and Policies**

**What to Expect from the Instructor**

The instructor will answer all email correspondence within 48 hours and will post graded assignments by Tuesday of the following week.

The instructor will monitor the Course Forum daily to answer questions about the course.
As well, the instructor has provided you with her personal cell phone number. You may text her, and she will respond to you (or call you back if requested) as soon as possible. Be sure to include your name and the course to which you belong when sending an email or text.

**Participation**

**Announcements:** Students are responsible for reading any announcements posted to Course Announcements in the Communication Forum of the course. These may include changes in policy, due dates, assignment requirements, etc.

**Assignment Due Dates and Grading:**

A week in this class is from Monday at 12:00 a.m. Mountain Time (which is when you will be able to access the weekly unit) to Sunday at 11:00 p.m. Mountain Time. Check the “Week at a Glance” for the weekly assignments and due dates. Please be sure to start your assignments early enough to complete them by the posted due dates. Schedule permitting, I will post grades by Tuesday morning of the following week.

**Emails:**

You must use your University email for everything in this class. When sending me an email, please use this format in the subject: SPAN 1302online-Your Name.

My policy is to respond to emails within 48 hours. However, I try to respond to emails as soon as I get them, so you probably will have a response sooner than the 48-hour response time. One exception is Sundays. If you email me on Sunday (or very late Saturday night), I probably will not respond until sometime on Monday. If you have questions on the material in the book or about the class in general, I highly recommend posting your questions in the Course Forum in the Communication Forum section of our course. Often, others will have the same question. Posting a question in the Course Forum allows for classmates to either answer or add to it. I will check the Course Forum several times a day (except Sundays).

**Online Courtesy:**

Students must engage in proper online courtesy. Please respect your fellow classmates and instructor. Even though we do not meet face-to-face, the same courtesies that are extended in a face-to-face learning environment are in place. Failure to engage in proper online courtesy will result in earning a zero for each assignment where the incident has occurred.
Effective Electronic Communication

It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. In an online environment, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos can be difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. We all need to keep this in mind as we communicate.

Words in print may seem harmless, but they can emotionally injure us when working at a distance. Hence, we must be conscious of how we communicate while working at a distance and use good netiquette, that is, online communication etiquette. For example, your classmates may not know who is posting a comment, so clearly identify yourself when posting to a discussion board. Furthermore, avoid using all capital letters in electronic communication as all caps come across as shouting.

The standard netiquette for participation in networked discussion requires that all comments focus on the topic at hand, without becoming personalized, and be substantive in nature. In other words, you certainly may disagree with others, but you must do so respectfully. You may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.

You can find more information on netiquette, the etiquette of Internet communication, at www.albion.com/netiquette.

Academic Dishonesty Statement

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion.

Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents another person’s words or ideas as his or her own. Collusion involves unauthorized collaboration with another person or group to commit any academically dishonest act.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Office of Student Conduct and Conflict Resolution for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. You can find more information in the UTEP Handbook of Operating Procedures, under the heading “Alleged Student Scholastic Dishonesty,” and in the Regents’ Rules and Regulations.
Attendance Policy: policy on Tardiness and Missing Class Sessions

To expand your proficiency in a language, you must be consistent in the course so as to engage in active practice. Good consistency is a course requirement. Therefore, if you are not consistent, your instructor will drop you from the course. Here are the rules:

1. If you miss to complete the exercises, quizzes, test, assignments or discussions for a period longer than two days in a week you will be immediately dropped from the class.

Exceptions to the above-stated policies are only made under these circumstances: (1) a medical emergency requiring hospitalization, (2) jury duty or (3) official UTEP business such as athletics, debating team, or band. Documentary proof of official UTEP business or jury duty must be provided ten calendar days before the fact; documentary proof of hospitalization must be provided on the day you return to class.

Late Policy

The best way to prepare yourself for the next level of Spanish study is to complete all assignments in a timely manner. Only work submitted by the deadlines will receive credit. If you have special circumstances, bring them to the attention of your instructor immediately. Only in such special cases (such as a medical emergency or official university business) will exceptions be made. Points will be deducted for late submissions at the instructor’s discretion.

Library Information

Access the UTEP Library by visiting http://libraryweb.utep.edu/.

Disability Statement

The University of Texas at El Paso (UTEP) is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Therefore, it is the policy of UTEP that the campus makes services available for any student who, through a recent assessment, can document a disability.
If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit the office located in UTEP Union East, Room 106.

For additional information, please visit the CASS website at www.sa.utep.edu/cass.

**Method of Evaluation**

<table>
<thead>
<tr>
<th>Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (6 @ 70 pts. each)</td>
<td>420</td>
</tr>
<tr>
<td>Quizzes (8 @ 10 pts. each)</td>
<td>80</td>
</tr>
<tr>
<td>My Spanish Lab (14 @ 15 pts. each)</td>
<td>210</td>
</tr>
<tr>
<td>Discussion Responses: Written and Oral (9 @ 20 pts. each)</td>
<td>180</td>
</tr>
<tr>
<td>Written Assignments (5 @ 22 pts. each)</td>
<td>110</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%–100%</td>
</tr>
<tr>
<td>B</td>
<td>80%–89.99%</td>
</tr>
<tr>
<td>C</td>
<td>70%–79.99%</td>
</tr>
<tr>
<td>D</td>
<td>60%–69.99%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
</tr>
</tbody>
</table>

Final exam is given during Finals Week. See the course calendar for the date.  *It is not possible to make up or drop the final exam.*
**Scope and sequence of learning activities:** *Also see calendar on MSL for your homework*

*Each weekly module contains a “Week at a glance” with due dates and times for your convenience*

### Week 1: INTRODUCCIONES Y REPASOS

<table>
<thead>
<tr>
<th>Dates</th>
<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Application</th>
<th>Learning Resources and Materials</th>
</tr>
</thead>
</table>
| Jan 17-22 | Interpret and apply the Spanish sound system in order to identify and use proper pronunciation when speaking.  
   Utilize appropriate vocabulary and grammatical structures to communicate and comprehend:  
   Greetings and leave-takings  
   Identify self and family members  
   Academic life  
   States of being  
   Sports and pastimes  
   Construct a basic sentence and ask questions using the present tense of regular verbs and some high frequency irregular verbs including:  
   Ser  
   Estar  
   Gustar  
   Tener  
   Apply language and vocabulary skills developed in class to derive meaning from authentic written material.                                                                 | **SAM Assignments** *(MSL-15 points)*  
   **Assessment** *(10 points)*  
   **Quiz 1* | **Readings, PowerPoints & Interactive Materials**  
   **Cap. Preliminar A (p. 228)**  
   Los saludos  
   Las expresiones del salón de clase  
   El alfabeto  
   Los cognados  
   Los pronombres  
   El verbo ser  
   Los adjetivos de nacionalidad  
   Los números 0-30  
   La hora  
   Los días, los meses y las  
   El tiempo  
   El verbo gustar  
   **Cap. 1: ¿Quiénes somos? (p. 228-230)**  
   El verbo tener  
   El verbo tener  
   El singular y el plural  
   El masculino y el femenino  
   Los artículos definidos e indefinidos  
   La gente  
   Los adjetivos posesivos y descriptivos  
   Los números 31-100  
   **Cap. 2: La vida universitaria (p. 230-235)**  
   |
Compare and contrast Hispanic cultures to own culture to gain a better understanding of the language, customs, attitudes and institutions of the Spanish-speaking world.

### Week 2: INTRODUCCIONES Y REPASOS

<table>
<thead>
<tr>
<th>Dates</th>
<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Application</th>
<th>Learning Resources and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 23 - 29</td>
<td></td>
<td></td>
<td>Readings, PowerPoints &amp; Interactive Materials</td>
</tr>
</tbody>
</table>
|             | Interpret and apply the Spanish sound system in order to identify and use proper pronunciation when speaking. | **SAM Assignments** *(MSL-15 points)*<br>**My Spanish Lab** due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.  
**Discussion: Oral response required** *(20 points)*  
*(Moodle settings for multiple file uploads)*<br>  
Your initial post is due before Wednesday at noon.  
Instructions:<br>Check for and review the discussion resources for Week 2 before beginning your assignment.<br>Write your responses to the following in Spanish in a few sentences. | Cap. 3: Estamos en casa (p. 236-241)<br>La casa<br>Algunos verbos irregulares<br>Los muebles y otros objetos de la casa<br>Los quehaceres y los colores<br>Algunas expresiones con tener<br>Los números 1.000-100.000.000<br>El verbo hay  
Cap. 4: Nuestra comunidad (p. 241-247)<br>Los lugares<br>Los verbos saber y conocer<br>Tener que + infinitivo<br>Los verbos con cambio de raíz |
Construct a basic sentence using the simple future, the present progressive, the present tense of regular verbs, and some irregular verbs including:

- Haber
- Ir
- Ser
- Estar
- Stem changing verbs
- Irregular in first-person singular

Apply language and vocabulary skills developed in class to derive meaning from authentic written material.

Compare and contrast Hispanic cultures to own culture to gain a better understanding of the language, customs, attitudes and institutions of the Spanish-speaking world.

<table>
<thead>
<tr>
<th>sentences or a paragraph:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Describe your house (size, color, furniture).</td>
</tr>
<tr>
<td>o Tell everyone what household chores you are responsible for.</td>
</tr>
<tr>
<td>Practice reading and speaking the responses you have written in Spanish.</td>
</tr>
<tr>
<td>Record your spoken responses and post them in your initial post as if you were speaking to your classmates in person.</td>
</tr>
<tr>
<td>Post your written paragraph for comparison.</td>
</tr>
</tbody>
</table>

**Your response posts are due before Saturday at 5:00 p.m.**

Respond to at least two of your classmates’ posts.

**Instructions:**

1. Use tener que + infinitive when responding to your classmates’ posts.
2. Write down two questions you would like to ask each of your classmates about their house and/or responsibilities.
3. Practice reading and speaking the responses you have written in Spanish.
4. Record your spoken responses as if you were speaking to your classmates in person.

**Assessments (10 points)**

**Quiz 2**

---

**El verbo ir e ir + a + infinitivo**

- Los servicios a la comunidad
- Las expresiones afirmativas y negativas
- Un repaso de ser y estar

**Cap. 5: ¡A divertirse! La música y el cine (p. 247-252)**

- El mundo de la música
- Los adjetivos y pronombres demostrativos
- Los adverbios
- El presente progresivo
- El mundo del cine y televisión
- Los números ordinales
- Hay que + infinitivo
- Los pronombres de complemento directo y la a personal

**Y por fin, ¿cómo andas? (p. 253)**

Self-assessment

**Media**

- Weekly video
- Chap. 6 Review of Main Points (Chap 1-5)
<table>
<thead>
<tr>
<th>Dates</th>
<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Application</th>
<th>Learning Resources and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 30 - Feb 5</td>
<td>Demonstrate knowledge of food related vocabulary in both written and spoken formats.</td>
<td><strong>SAM Assignments</strong> <em>(MSL-15 points)</em></td>
<td><strong>Reading, Tutorials, PowerPoints &amp; Interactive Materials</strong></td>
</tr>
<tr>
<td></td>
<td>Compare and contrast Hispanic gastronomy with that of the United States.</td>
<td><strong>My Spanish Lab</strong> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</td>
<td><strong>La comida (pp. 256-260)</strong></td>
</tr>
<tr>
<td></td>
<td>Express the preterit tense of regular verbs and verbs that contain an orthographic change.</td>
<td><strong>Discussion</strong> <em>(20 points)</em></td>
<td><strong>La comida PowerPoint</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SAM Assignments</strong> <em>(MSL-15 points)</em></td>
<td><strong>My Spanish Lab</strong> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</td>
<td><strong>Las comidas en el mundo hispano (listen) (p. 261)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Discussion</strong> <em>(20 points)</em></td>
<td><strong>My Spanish Lab</strong> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</td>
<td><strong>Vocabulary Tutorials</strong></td>
</tr>
<tr>
<td></td>
<td>Your initial post is due before Wednesday at noon.</td>
<td><strong>La comida PowerPoint</strong></td>
<td><strong>Repaso del complemento directo (p. 261-262)</strong></td>
</tr>
<tr>
<td></td>
<td>Instructions:</td>
<td><strong>La comida PowerPoint</strong></td>
<td><strong>Grammar Tutorials</strong></td>
</tr>
<tr>
<td></td>
<td>Check for and review the discussion resources for Week 3 before beginning your assignment.</td>
<td></td>
<td><strong>El pretérito part 1 (p. 263-264)</strong></td>
</tr>
<tr>
<td></td>
<td>Review the La Comida <em>(pp. 256-260)</em>—la comida PowerPoint.</td>
<td></td>
<td><strong>Preterit PowerPoint</strong></td>
</tr>
<tr>
<td></td>
<td>In a paragraph written in Spanish, answer the following questions:</td>
<td></td>
<td><strong>Grammar Tutorials</strong></td>
</tr>
<tr>
<td></td>
<td>1. What kind of dishes do you and your family most commonly prepare?</td>
<td></td>
<td><strong>El pretérito part 2 (p. 265-268)</strong></td>
</tr>
<tr>
<td></td>
<td>2. Generally, at what time do you and your family have dinner? (What do you have for dinner?)</td>
<td></td>
<td><strong>Preterit irregular verbs PowerPoint</strong></td>
</tr>
<tr>
<td></td>
<td>3. Use the vocabulary for “la comida” and what you reviewed in the preliminary chapter in your paragraph.</td>
<td></td>
<td><strong>Grammar Tutorials</strong></td>
</tr>
<tr>
<td></td>
<td>Your response posts are due before Saturday at 5:00 p.m.</td>
<td></td>
<td><strong>Spelling Changes in the preterit</strong></td>
</tr>
<tr>
<td></td>
<td>Instructions:</td>
<td></td>
<td><strong>¿Cómo andas?</strong> <em>(p. 268), Self-assessment</em>*</td>
</tr>
<tr>
<td></td>
<td>In a paragraph, respond to at least two of your classmates’ posts.</td>
<td></td>
<td><strong>Media</strong></td>
</tr>
<tr>
<td></td>
<td>1. Compare and contrast the type of food(s) you and your family prepare to that of a classmate and make sure you use the vocabulary, direct object pronouns and the preterit.</td>
<td></td>
<td>Weekly video</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment</strong> <em>(10 points)</em></td>
<td></td>
<td>Chap. 7 El Pretérito</td>
</tr>
<tr>
<td>Dates</td>
<td>Weekly Learning Objectives</td>
<td>Assignments/Assessments/Application</td>
<td>Learning Resources and Materials</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Feb 6 - 12</td>
<td>Use vocabulary related to purchasing and cooking food in both written and spoken formats.</td>
<td><strong>SAM Assignments (MSL-15 points)</strong></td>
<td>Reading, Tutorials, PowerPoints &amp; Interactive Materials</td>
</tr>
<tr>
<td></td>
<td>Form irregular verbs in the preterit tense and use them in written and spoken context.</td>
<td><strong>My Spanish Lab</strong> due Sunday before 11:59 p.m. MST. Assignments in My Spanish Lab are graded.</td>
<td>Cap. 7: ¡A comer!</td>
</tr>
<tr>
<td></td>
<td>Analyze the differences and similarities between Chilean and Paraguayan cultures.</td>
<td><strong>Writing Assignment #1: (22 points)</strong></td>
<td>La preparación de la comidas(p. 269-270)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Assignment: Instructions will be provided for this activity (p. 283)</td>
<td>La comida hispana (listen) (p. 271)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Discussion: (20 points)</strong></td>
<td>Algunos verbos irregulares en el pretérito (pp. 272-276)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your initial post is due before Wednesday at noon.</td>
<td>Irregular preterit verbs PowerPoint Grammar Tutorials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructions:</td>
<td>En el restaurante (pp. 277-280)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check for and review the discussion resources for Week 4 before beginning your assignment.</td>
<td>Las compras en el mercado (listen)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using the handout provided, write a paragraph in Spanish describing the best festive day/celebration you had as a child.</td>
<td>Using the handout provided, write a paragraph in Spanish describing the best festive day/celebration you had as a child.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your response posts are due before Saturday at 5:00 p.m. Respond to at least two of your classmates’ posts.</td>
<td>Y por fin, ¿cómo andas? (p. 283), Self-assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructions:</td>
<td>Cultura: Chile y Paraguay (pp. 284-285) [Listen to Gino or Sandra and answer two of any of the bold-faced questions.]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In one or two paragraphs written in Spanish, respond to the following in your classmates’ posts.</td>
<td>Y por fin, ¿cómo andas? (p. 289), Self-assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vocabulary Summary (pp. 290-291) [listen and study]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Weekly video</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chap. 7 Irregular Verbs Preterit Song</td>
</tr>
</tbody>
</table>
1. Talk about the similarities and differences between your best day and their best day.
2. Provide at least one similarity and one comparison.

Assessments

(22 points)

Write a description in Spanish about a past event. Use the handout provided by your professor and the information from the discussion to help you write your description.

EXAM 1 (70 points)

EXAM 1—Exam review PowerPoint

Instructions:
1. Review the Exam 1 PowerPoint provided by your instructor before taking your Exam.
2. Make sure your computer or equipment is working correctly. If not, schedule time in the resources lab to complete your exam.

Week 5: ¿QUÉ TE PONES?

<table>
<thead>
<tr>
<th>Dates</th>
<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Application</th>
<th>Learning Resources and Materials</th>
</tr>
</thead>
</table>
| Feb 13 - 19| Describe clothing and related vocabulary in both written and spoken formats. Formulate sentences in a more concise way by using direct and indirect object pronouns. | **SAM Assignments** *(MSL-15 points)*

**My Spanish Lab** due Sunday before 11:59 p.m. MST. Assignments in My Spanish Lab are graded.

**Discussion** *(20 points)*
Your initial post is due before Wednesday at noon.

Instructions:
Check for and review the discussion resources for Week 5 before beginning |

**Reading, Tutorials, PowerPoints & Interactive Materials**

**Cap. 8: ¿Qué te pones?**
La ropa (pp. 294-298)
La ropa PowerPoint
Zara: La moda internacional (listen) (pg.298)
Vocabulary Tutorials
Los pronombres de complemento indirecto (pp. 299-301)
Articulate likes and dislikes by using gustar and verbs that follow the same pattern.

1. In a paragraph written in Spanish, address the following:
   - Do you like shopping for clothes?
   - Which is your favorite store?
   - What types of clothes do you like best/least?

Your response posts are due before Saturday at 5:00 p.m. Respond to at least two of your classmates’ posts.

Instructions:
1. In a paragraph written in Spanish, address the following:
   - Compare and contrast your likes with that of your classmates’ likes.
2. Ask your classmates at least one question about their preferences in clothing.

Assessments (10 points)
Quiz 4

Indirect object pronouns PowerPoint
Grammar Tutorials
Gustar y verbos como gustar (pp. 302-305)
Gustar and similar verbs
Grammar Tutorials
   - Gustar and Similar Verbs
   - Los pronombres de complemento directo e indirecto usados juntos (pp. 305-308)
Direct & indirect object pronouns used together PowerPoint
Grammar Tutorials
¿Cómo andas? (p. 308), Self-assessment

Media
Weekly video and/or Podcast
Chap. 8 Direct and Indirect Object Pronouns

Week 6: ¿QUÉ TE PONES?

<table>
<thead>
<tr>
<th>Dates</th>
<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Application</th>
<th>Learning Resources and Materials</th>
</tr>
</thead>
</table>
| Feb 20 - 26 | Discuss clothing using specific vocabulary related to colors and material type in both written and spoken formats. | **SAM Assignments** *(MSL-15 points)*
**My Spanish Lab** due Sunday before 11:59 p.m. MST. Assignments in My Spanish Lab are graded.
**Discussion: Oral response required** *(20 points)*
*(Moodle settings for multiple file uploads)*
Your initial post is due before Wednesday at noon. | **Reading, Tutorials, PowerPoints & Interactive Materials**
**Cap. 8: ¿Qué te pones?**
Las telas y los materiales (pp. 309-311)
Las telas y los materiales PowerPoint Vocabulary Tutorials
Las construcciones reflexivas (pp. 312-315) |
| **Recount events that took place during childhood utilizing regular and irregular verbs in the imperfect tense.** |
| **Instructions:** |
| Check for and review the discussion resources for Week 6 before beginning your assignment. |
| Use the handout provided and look at your book on pg. 323. |
| You are remembering what you enjoyed doing when you were a child and you will now be writing an email (to a sibling and/or best friend) to tell them what your childhood was like. |

**Writing Assignment #2: (22 points)**

Write your responses to the following in Spanish:

1. Use the list provided and write 8 things that you enjoyed doing the most.
2. In a paragraph, describe these (8 things) to a sibling/best friend.
3. Practice reading and speaking the description you have written in Spanish.
4. **Record your spoken responses as if you were speaking to your classmates in person.**
5. Post your written list and description for comparison.

Your response posts are due before Saturday at 5:00 p.m. Respond to at least two of your classmates’ posts.

**Instructions:**

1. In one or two paragraphs written in Spanish, respond to a classmates’ descriptions of their childhood.
2. Tell each of your classmates something you found interesting about them.
3. Practice reading and speaking the responses you have written in Spanish.
4. **Record your spoken responses as if you were speaking to your classmates in person.**

**Assessments (70 points)**

**EXAM 2**

**EXAM 2—Exam review PowerPoint**

**Instructions:**

**Reflexive pronouns PowerPoint**

**Los centros comerciales en Latinoamérica (listening) (p. 316)**

**Vocabulary Tutorials**

**Grammar Tutorials**

**El imperfecto (p. 317-320)**

**The imperfect PowerPoint**

**En el centro comercial (listening) (p. 321)**

**¿Cómo andas? (p. 323), Self-assessment**

**Cultura: Argentina y Uruguay (pp. 324-325) [Listen to María or Francisco and answer the three questions under the “preguntas” section.]**

**Cultura Interactive Globe**

**Y por fin, ¿cómo andas? (p. 329), Self-assessment**

**Vocabulary Summary (pp. 330-331) [listen and study]**

**Media**

**Weekly video**

**Chap 8. El Imperfecto**
1. Review the Exam 2 PowerPoint provided by your instructor before taking your Exam.

2. Make sure your computer or equipment is working correctly. If not, schedule time in the resources lab to complete your exam.

**Week 7: ESTAMOS EN FORMA**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Application</th>
<th>Learning Resources and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 27 - Mar 5</td>
<td>Identify types of ailments related to various body parts and their treatments in both written and spoken formats.</td>
<td><strong>SAM Assignments (MSL-15 points)</strong></td>
<td><strong>Reading, Tutorials, PowerPoints &amp; Interactive Materials</strong></td>
</tr>
<tr>
<td></td>
<td>Develop language skills by expressing concepts in a more concise and clear way using pronouns.</td>
<td><strong>My Spanish Lab</strong> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</td>
<td><strong>Cap. 9: Estamos en forma</strong></td>
</tr>
<tr>
<td></td>
<td>Create emphatic and exclamatory statements using various expressions.</td>
<td><strong>Discussion (20 points)</strong></td>
<td>El cuerpo humano (pp. 334-336)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your initial post is due before Wednesday at noon. Instructions:</td>
<td>Vocabulary Tutorials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check for and review the discussion resources for Week 7 before beginning your assignment.</td>
<td>Resumen de los pronombres (p. 337-340)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Review the Vocabulario (p. 334-336)</td>
<td>3 pronouns PowerPoint</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. In a paragraph describe what it was like the last time you visited the emergency room.</td>
<td>Grammar Tutorials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Who and what did you see?</td>
<td>Algunas enfermedades y tratamientos médicos (pp. 341-345)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o What where your symptoms?</td>
<td>El agua y la buena salud (listening) (p. 346)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o What treatment did you received?</td>
<td>Vocabulary Tutorials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your response posts are due before Saturday at 5:00 p.m. Respond to at least two of your classmates’ posts.</td>
<td>¡Qué! y ¡cuánto! (pp. 346-348)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructions:</td>
<td>¡Qué! y ¡cuánto! PowerPoint</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Compare and contrast your experience to that of your classmates.</td>
<td>¿Cómo andas? (p. 348), Self-assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assessments (10 points)</strong></td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Quiz 5</strong></td>
<td>Weekly video</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chap. 9 Resumen de Pronombres (3)</td>
</tr>
</tbody>
</table>
# Week 8: ESTAMOS EN FORMA

<table>
<thead>
<tr>
<th>Dates</th>
<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Application</th>
<th>Learning Resources and Materials</th>
</tr>
</thead>
</table>
| Mar 6 - 12| **Narrate events that took place in the past using both the preterit and imperfect tenses in both written and spoken formats.** | **SAM Assignments (MSL-15 points)**<br>**My Spanish Lab** due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded. | **Reading, Tutorials, PowerPoints & Interactive Materials**  
**Cap. 9: Estamos en forma**  
El pretérito y el imperfecto (pp. 349-355)  
Preterit vs. imperfect PowerPoint  
Las farmacias en el mundo hispanohablante (pp. 356) (listen)  
Grammar Tutorials  
Expresiones con hacer (pp. 356-357)  
Expresiones con hacer PowerPoint  
Síntomas y tratamientos (Listen) (p. 360)  
Grammar Tutorials  
¿Cómo andas? (p. 362), Self-assessment  
Cultura: Peru, Bolivia & Ecuador (pp. 363-365) [Listen to Diana, Jorge or Yolanda and answer the three questions under the “preguntas” section.]  
Y por fin, ¿cómo andas? (p. 369), Self-assessment  
Vocabulary Summary (pp. 370-371) [listen and study]  
**Media**  
Weekly video  
Chap. 9 Repaso del Pretérito e |
|           | Explain how long something has been going on and how long ago something occurred using expressions with hacer. | **Discussion: Oral response required (20 points)**<br>(Moodle settings for multiple file uploads)  
Instructions:  
Check for and review the discussion resources for Week 8 before beginning your assignment. |                                                                                                    |
|           | Relate the differences and similarities amongst Peruvian, Bolivian, and Ecuadorian cultures. | **Writing Assignment #3: (22 points)**  
Refer to your book on p. 361 (activity 361).  
1. Think about someone who didn’t used to live a healthy life but has recently made a change.  
2. Write down a description of the things they used to do and the things they do now.  
3. Practice speaking and reading the description you prepared.  
4. Record your spoken responses as if you were speaking to your classmates in person.  
5. Post your written description for comparison.  
Your response posts are due before Saturday at 5:00 p.m. Respond to at least two of your classmates’ posts.  
Instructions:  
1. Listen to the recordings of two of your classmates’ descriptions.  
2. Write down two questions you want to ask about that person, as if you are interested in changing your own life style. |                                                                                                    |
3. Practice reading and speaking your questions.
4. Record your spoken responses as if you were speaking to your classmates directly.
5. Post your written questions for comparison.

Assessments
EXAM 3 (70 points)

EXAM 3—Exam review PowerPoint
Instructions:
1. Review the Exam 3 PowerPoint provided by your instructor before taking your Exam.
2. Make sure your computer or equipment is working correctly. If not, schedule time in the resources lab to complete your exam.

Week 9: ¡VIAJEMOS!

<table>
<thead>
<tr>
<th>Dates</th>
<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Application</th>
<th>Learning Resources and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 20 - 26</td>
<td>Characterize the different modes of transportation in both written and spoken formats.</td>
<td><strong>SAM Assignments</strong> <em>(MSL-15 points)</em></td>
<td>Reading, Tutorials, PowerPoints &amp; Interactive Materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>My Spanish Lab</strong> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</td>
<td>Cap. 10: ¡Viajemos! (pp. 374-378)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Discussion</strong> <em>(20 points)</em></td>
<td>Vocabulary Tutorials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your initial post is due before Wednesday at noon.</td>
<td>Los mandatos informales (pp. 379-382)</td>
</tr>
<tr>
<td></td>
<td>Construct sentences using the formal and informal forms in the imperative tense.</td>
<td>Instructions:</td>
<td>Formal commands PowerPoint</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check for and review the discussion resources for Week 9 before beginning your assignment.</td>
<td>Grammar Tutorials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. In a paragraph written in Spanish, discuss at least three modes of transportation you prefer to use.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Mention two reasons why you prefer such modes.</td>
<td>¿Cómo nos vemos? (Listening) (p.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>387)</td>
</tr>
</tbody>
</table>
Your response posts are due before Saturday at 5:00 p.m. Respond to at least two of your classmates’ posts.

Instructions:
1. In a paragraph, ask each of your two classmate’s two additional questions about the modes of transportation they have chosen.

Assessments (10 points)
Quiz 6

386) ¿Cómo andas? (p. 387), Self-assessment

Media
Weekly video
Chap 10 The 3 Modes of Spanish

<table>
<thead>
<tr>
<th>Dates</th>
<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Application</th>
<th>Learning Resources and Materials</th>
</tr>
</thead>
</table>
| Mar 27 – Apr 2 | Develop a report utilizing travel and vacation related vocabulary. State what belongs to self and others using various formats. Form more complex sentences using regular and irregular forms of the comparatives and the superlatives. Summarize the differences and similarities amongst Colombian and | **SAM Assignments (MSL-15 points)**  
My Spanish Lab due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.  
**Writing Assignment #4: (22 points)**  
Use the handout provided. Look at the textbook on pg. 401.  
Instructions: Check for and review the discussion resources for Week 10 before beginning your assignment.  
1. Using the guide provided in your discussion resources, prepare a report for your classmates.  
2. Proofread your report, checking for the following:  
   - Spelling is correct.  
   - Verb forms are correct.  
   - Subjects, verbs, nouns, and adjectives agree in number and gender.  
3. Review your report; making sure it states what you mean. | Reading, Tutorials, PowerPoints & Interactive Materials  
Cap. 10: ¡Viajemos!  
El viaje (pp. 388-391)  
Venezuela, país de aventuras (listening) (pp. 392)  
Vocabulary Tutorials  
Otras formas del posesivo (pp. 392-394)  
-Long form possessive adjectives PowerPoint  
Grammar Tutorials  
-El comparativo y el superlativo (pp. 394 -398  
Comparative & Superlative PowerPoint  
Grammar Tutorials  
Las vacaciones (Listening) (p. 399)  
¿Cómo andas? (p. 401), Self-assessment  
Cultura: Colombia & Venezuela (p. 402-403)  
Y por fin, ¿cómo andas? (p. 407), Self-assessment |
<table>
<thead>
<tr>
<th>Dates</th>
<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Application</th>
<th>Learning Resources and Materials</th>
</tr>
</thead>
</table>
| Apr 3 – 9 | Relay information about animals, their habitat and the environment in both written and spoken formats. Comment on what is necessary, possible, probable, and improbable using regular and some irregular verbs in the present subjunctive. | **SAM Assignments (MSL-15 points)**  
*My Spanish Lab* due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.  
**Discussion (20 points)**  
Your initial post is due before Wednesday at noon.  
Instructions:  
1. In five sentences, explain which your favorite animal is and why. Make use of demonstrative adjectives and pronouns to avoid repetition in your sentences.  
Your response posts are due before Saturday at 5:00 p.m. Respond to at least two of your classmates’ posts.  
Instructions:  
1. Look at two of your classmates’ favorite animals.  
2. Use two adverbs to describe what the animals are like in a sentence.  
**Assessments (10 points)**  
*Quiz 7* | **Reading, Tutorials, PowerPoints & Interactive Materials**  
*Cap. 11: El mundo actual*  
Los animales (pp. 412-416)  
Vocabulary Tutorials  
El medio ambiente (pp. 416-418)  
El Yunque: Tesoro tropical (listening) (p. 419)  
Vocabulary Tutorials  
El subjuntivo (pp. 419-425)  
The subjunctive PowerPoint  
Grammar Tutorials  
¿Cómo andas? (p. 425), Self-assessment  
**Media**  
Weekly video  
Chap 11 el Subjuntivo |
<table>
<thead>
<tr>
<th>Dates</th>
<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Application</th>
<th>Learning Resources and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 10 - 16</td>
<td>Identify how politics are structured in the Hispanic world using related vocabulary in both written and spoken formats.</td>
<td><strong>SAM Assignments (MSL-15 points)</strong>&lt;br&gt;<strong>My Spanish Lab</strong> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.&lt;br&gt;<strong>Discussion: (20 points)</strong>&lt;br&gt;Use handout provided and look at your book on pg. 440</td>
<td><strong>Reading, Tutorials, PowerPoints &amp; Interactive Materials</strong>&lt;br&gt;<strong>Cap. 11: El mundo actual</strong>&lt;br&gt;La política (pp. 426-429)&lt;br&gt;La política en el mundo hispano (Listening) (pp. 428)&lt;br&gt;Vocabulary Tutorials&lt;br&gt;Por y para (pp. 429-432)&lt;br&gt;Por &amp; para PowerPoint&lt;br&gt;Grammar Tutorials&lt;br&gt;Las preposiciones y los pronombres preposicionales (pp. 432-435)&lt;br&gt;Prepositions PowerPoint&lt;br&gt;Grammar Tutorials&lt;br&gt;El infinitivo después de preposiciones (p. 436-437)&lt;br&gt;Infinitive after Prepositions PowerPoint&lt;br&gt;Grammar Tutorials&lt;br&gt;Un anuncio político (Listening) (p. 438)&lt;br&gt;¿Cómo andas? (p. 440), Self-assessment&lt;br&gt;Cultura: Cuba, Puerto Rico &amp; República Dominicana (p. 441-443)&lt;br&gt;Y por fin, ¿cómo andas? (p. 447), Self-assessment&lt;br&gt;Vocabulary Summary (pp. 448-449) [listen and study]</td>
</tr>
<tr>
<td></td>
<td>Utilize a variety of prepositions in various contexts and grammatical situations.</td>
<td><strong>Writing Assignment #5: (22 points)</strong>&lt;br&gt;Instructions:&lt;br&gt;1. Using the handout provided under weekly resources, create a list of main points to be used for a public radio announcement with regards to environmental protection.&lt;br&gt;2. In a written paragraph, write your announcement based on the organization of your list.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Differentiate between Cuban, Puerto Rican, and Dominican cultures.</td>
<td><strong>Assessments (70 points)</strong>&lt;br&gt;<strong>EXAM 5</strong>&lt;br&gt;EXAM 5—Exam review PowerPoint&lt;br&gt;Instructions:&lt;br&gt;1. Review the Exam 5 PowerPoint provided by your instructor before taking your Exam.&lt;br&gt;2. Make sure your computer or equipment is working correctly. If not, schedule time in the resources lab to complete your exam.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Weekly video</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chap 11 Por y Para</td>
</tr>
</tbody>
</table>
## Week 13: Y por fin, ¡lo sé!

<table>
<thead>
<tr>
<th>Dates</th>
<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Application</th>
<th>Learning Resources and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 17 - 23</td>
<td>Interpret and apply the Spanish sound system in order to identify and use proper pronunciation when speaking.</td>
<td><strong>SAM Assignments</strong> <em>(MSL-15 points)</em>&lt;br&gt;<strong>My Spanish Lab</strong> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.&lt;br&gt;<strong>Assessments</strong> <em>(10 points)</em>&lt;br&gt;*<em>Quiz 8</em></td>
<td><strong>Reading, Tutorials, PowerPoints &amp; Interactive Materials</strong>&lt;br&gt;<strong>Reposo: Capítulos 7 (pp. 453-455), Capítulo 8 (pp. 455-459), Capítulo 9 (pp. 459-460)</strong>&lt;br&gt;Selected Activities&lt;br&gt;Practice Test with Study Plan</td>
</tr>
<tr>
<td></td>
<td>Utilize appropriate vocabulary and grammatical structures to communicate and comprehend:&lt;br&gt;Food related vocabulary&lt;br&gt;Clothing, materials and colors&lt;br&gt;Body parts, ailments and treatments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Construct a moderate sentence and ask questions using the preterit tense, imperfect tense and reflexive construction of regular and irregular verbs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apply language and vocabulary skills developed in class to derive meaning from authentic written material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compare and contrast Hispanic cultures to own culture to gain a better understanding of the language, customs, attitudes and institutions of the Spanish-speaking world.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Week 14: Y por fin, ¡lo sé!

<table>
<thead>
<tr>
<th>Dates</th>
<th>Weekly Learning Objectives</th>
<th>Assignments/Assessments/Application</th>
<th>Learning Resources and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 24 - 30</td>
<td>Interpret and apply the Spanish sound system in order to identify and use proper pronunciation when speaking.</td>
<td><strong>SAM Assignments</strong> <em>(MSL-15 points)</em></td>
<td><strong>Reading, Tutorials, PowerPoints &amp; Interactive Materials</strong></td>
</tr>
<tr>
<td>Utilize appropriate vocabulary and grammatical structures to communicate and comprehend:</td>
<td>My Spanish Lab due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Modes of transportation</td>
<td><strong>Assessments</strong> <em>(70 points)</em> EXAM 6  EXAM 6—Exam review PowerPoint  Instructions:  1. Review the Exam 6 PowerPoint provided by your instructor before taking your Exam.  2. Make sure your computer or equipment is working correctly. If not, schedule time in the resources lab to complete your exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Travel and vacation related vocabulary</td>
<td><strong>Repaso:</strong> Capítulo 9 (pp. 459-460), Capítulos 10 (pp. 461-464), Capítulo 11 (pp. 464-466)  Selected Activities  Repaso: Un poco de todo (pp. 466-470)  Selected Activities  ¿Lo sabes? PowerPoint  Y por fin, ¿cómo andas? (p. 471), Self-assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Animals and their habitats and environments Political related vocabulary</td>
<td>Media  Goodbye video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct a moderate sentence using the imperative and the present subjunctive of regular and some irregular verbs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply language and vocabulary skills developed in class to derive meaning from authentic written material.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare and contrast Hispanic cultures to own culture to gain a better understanding of the language, customs, attitudes and institutions of the Spanish-speaking world.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>