

# Syllabus

## SPAN 1301: Spanish One for Non-Natives

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Term: Spring 2020

### Course Description

Spanish One (3-0) An introductory course for non-native speakers with emphasis on pronunciation and the basic elements of grammar; practice in understanding, speaking, reading, and writing. [Elementary Spanish One is a beginning Spanish course designed for students who have not previously studied Spanish or have no practical command of the language. Spanish One is a beginning Spanish course designed for students who have very little or no knowledge of the language.

### Course Overview

You may be admitted to Spanish 1301 only if you have taken the Spanish Placement Test and have placed directly into SPAN 1301, 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:** None

**Prerequisite Skills and Knowledge:**

- Completion of the Spanish Placement Test with direct placement into SPAN 1301
- Documented removal of the departmental approval requirement

### Required Materials

#### Course Program



- **CONTRASEÑA** *Contraseña: Your password to Foundational Spanish by Amy Rossomondo and Gillian, Lord*

**Contraseña** is a completely mobile and digital immersive experience. There is no required printed textbook.

- A good Spanish-English dictionary
- You must have a computer headset (microphone and earphone set).

## 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 1301, the student will be able to understand sentence-length utterances consisting 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.

B. **Writing:** Student will be characterized by the speaker's ability to create with the language by combining and recombining learned elements, though primarily in a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.

C. **Reading:** 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 non complex 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 satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situational adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even 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 1301 requires the use of Contraseña. Links to course materials and electronic resources for each week of class are located on the Contraseña website (LingroHub)
- 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 web site 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/>.

## **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.

**Complete Loss of Contact:** If you lose contact with me completely (i.e. you cannot contact me via Blackboard or email), please contact me at my telephone (915) 790-7049 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 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**

- You will be assigned a variety of activities from the Contraseña site, consisting of videos, grammar exercises, listening and writing practice, etc. You are responsible for completing all the assigned activities computer graded (3 attempts). The resulting grades of all activities assigned for each unit, and the grade for each unit project will be posted every two weeks in Blackboard (to help you know your current grade in the course).

To learn how each Contraseña unit is organized, and the type of activities you will be completing review the table below.

To learn the type of activities you will be completing for a grade in each unit review the descriptions below.

### Each unit in Contraseña is organized the same way!



On your own, you complete **independent preparation** for each section of a unit.

- In **Preparar**: you watch animated videos that explain concepts, read brief texts, and complete activities to check your comprehension.
- In **Aplicar**, you practice what you learned and complete self-checks.
- In **Comprobar**, you evaluate your learning.

The independent work prepares you for **Conversar**, the engaging pair and group activities (**communicative practice**) where you put the language you learned to use with your classmates.

Each unit begins with the **Unit Goal**: what you will accomplish by the end of the unit.

At the end of each unit, you create a **Proyecto**, a written or oral project. All projects are posted in an ePortfolio called LingroFolio, so your instructor and classmates can see and comment on your work. The activities throughout the unit prepare you to be able to complete the **Proyecto** successfully.

**Learning Objectives** appear at the top of each section to remind you what you will learn in that section and represent one of the pieces needed to complete the Proyecto.



#### Contraseña: Proyecto

**Preparar**: Guided preparation for planning and organizing your proyecto.

**Publicar**: Instructions and tools to create your proyecto.

**Comentar**: Guidance on how to comment on your classmates' proyectos.

- Because effective oral communication is one of the primary goals of the beginning Spanish sequence, and is often the primary goal of most beginning language students, there will be several speaking tasks ¡A conversar! during class time in order to develop and increase your proficiency.

## **Module components**

Each module contains:

1. Learning Goals for the Unit.
2. An Activity Plan, which lists the assignments you need to complete to master that Unit's goal and complete the project. The Activity Plan will assign exercises in Contraseña. 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 unit activities will be assigned—only those listed in Activity Plan will be included in the gradebook. You are encouraged to complete additional exercises for further practice and review, but they will not be counted toward this portion of the grade. Contraseña is designed to provide immediate feedback and exercises can be completed three times. Therefore you can (and should) practice an activity before submitting it for credit. The due dates are at 11:59 pm, unless otherwise indicated. For submission of exercises reflect the latest possible time the assigned work will be accepted for credit. Please 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:**

**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.

### **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](http://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 present in class so as to engage in active practice there. Good attendance is a course requirement. Therefore, if you are absent an excessive number of times during the drop period—from the first day after the end of late registration through the last day for faculty to drop students—your instructor will drop you from the course. Here are the rules:

1. For classes that meet twice a week (MW or TR) you will be immediately dropped from a class after you've been absent two classes in a row or you will be immediately dropped after you've been accumulated a total of six hours of sporadic absences during the semester (equivalent to four absences).

Late arrivals and early departures also carry penalties for purposes of dropping or lowering the course grade: two late arrivals equal one absence, two early departures equal one absence, and one late arrival plus one early departure equal one absence. If you arrive late to class it is your responsibility to tell your instructor at the end of the class period that you arrived late but that you were indeed present, for if you don't, it's possible he or she will mark you absent. 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. ***Babysitting, work schedule changes, personal problems, unexpected events, work load are not exceptions for this attendance policy***  
Your instructor can also drop you for lack of effort. If you bring your computer, tablet or phone to class, please use them for learning purposes and not for other personal reasons such as texting, e-mail, messenger, etc.

### **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](mailto: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](http://www.sa.utep.edu/cass).



## Method of Evaluation

<b>Contraseña Activities</b>	<b>25%</b>
<b>Contraseña Proyectos (6)</b>	<b>50%</b>
<b>Attendance/Participation</b>	<b>15 %</b>
<b>Final Exam (IPA)</b>	<b>10%</b>

**Calendario de Trabajo Tems y Actividades Semanales (scroll down to next page)**

## Calendario de Trabajo

### Temas y Actividades Semanales

Día	Unidad	Actividades para completar antes de clase	Actividades para hacer en clase
miércoles 22 de enero	Getting Started		<ol style="list-style-type: none"> <li>1. Create account, and login to Contraseña course</li> <li>2. Familiarize yourself with Unit organization and the online model</li> <li>3. Meet the cultural Collaborators</li> <li>4. Review Navigation and Tech Tips</li> <li>5. Read Syllabus and Due dates</li> <li>6. Learn how to Complete assignments and proyectos</li> </ol>
lunes 27 de enero	Unidad 1 <b>¿Quién soy yo?</b> Understanding profiles from a social networking site, Talk about social media and use numbers 0-2,000,000, Explore and compare the use of social networks in the Spanish-speaking  ESTRATEGIA DE COMPRENSIÓN: LEER La identificación efectiva de cognados y de raíces de palabras <b>Preparar</b>  <b>Contraseña: Texto</b> Los perfiles sociales de John Debow y María León <b>Preparar</b>	Estrategia Leer Aplicar 1-1 and 1-2   Contraseña Texto Aplicar 1-1	<b>Conversar</b>
miércoles 29 de enero	VOCAB I Los perfiles sociales II Los números de 0 hasta 2.000.000 <b>Preparar I</b> <b>Preparar II</b>  GRAMÁTICA I <b>Ser</b> and <b>estar</b> : singular forms and uses <b>Preparar I</b>	Vocabulario Aplicar 1-3 to 1-11 Vocabulario Comprobar 1-143  Gramática I Aplicar 1-7 and 1-8 Gramática I Comprobar 1-11	<b>Conversar</b>

<p>lunes 3 de febrero</p>	<p>GRAMÁTICA I <b>Ser</b> and <b>estar</b>: singular forms and uses <b>Preparar I</b> II .Gender agreement with nouns and adjectives <b>Preparar II</b></p> <p>EXPLORACIÓN CULTURAL Las redes sociales en el mundo hispano <b>Preparar</b></p> <p>ESTRATEGIA DE PRODUCCIÓN: ESCRIBIR <b>Preparar</b> Ortografía: Los sufijos en español <b>Preparar</b> Destreza: Usar cognados para escribir</p>	<p>Gramática II Aplicar 1-12 and 1-14 Gramática II Comprobar 1-15</p> <p>Exploración Aplicar 1-1 to 1-3</p> <p>Ortografía Aplicar 1-1</p> <p>Unidad 1 Tu perfil de Lingrofolio Preparar Publicar</p>	<p><b>Conversar</b></p> <p>Unidad 1 Tu perfil de Lingrofolio Comentar Reflexionar</p>
<p>miércoles 5 de febrero</p>	<p>Unidad 2 <b>¿Quién eres tú?</b> Understanding basic information about conversations in a university setting, Participate in simple conversations and talk about courses and majors, Explore and compare how degrees of formality are evolving across the Spanish-speaking world.</p> <p>ESTRATEGIA DE COMPRENSIÓN: Escuchar Cómo expresar falta de comprensión <b>Preparar</b></p> <p><b>Contraseña: Texto</b> Conversaciones en la universidad <b>Preparar</b></p>	<p>Estrategia Escuchar Aplicar 2-1 and 2-2</p> <p>Contraseña Texto Aplicar 2-1</p>	<p><b>Conversar</b></p>
<p>lunes 10 de febrero</p>	<p>VOCAB I Saludos, despedidas y preguntas básicas II Los cursos y las especializaciones <b>Preparar I</b> <b>Preparar II</b></p> <p>GRAMÁTICA I <b>Ser</b> and <b>estar</b>: plural forms and uses <b>Preparar I</b></p>	<p>Vocabulario Aplicar 2-1 to 2-8 Vocabulario Comprobar 2-11</p> <p>Gramática I Aplicar 2-1 and 2-6 Gramática I Comprobar 2-7</p>	<p><b>Conversar</b></p>

miércoles 12 de febrero	<p><b>GRAMÁTICA</b> II Asking questions in Spanish <b>Preparar II</b></p> <p><b>EXPLORACIÓN CULTURAL</b> El tuteo en el mundo hispano <b>Preparar</b></p> <p><b>ESTRATEGIA DE PRODUCCIÓN:</b> Hablar <b>Preparar</b> Pronunciación: El acento léxico <b>Preparar</b> Destreza: Hacerse entender</p>	<p>Gramática II Aplicar 2-8 and 2-11 Gramática II Comprobar 2-13</p> <p>Exploración Aplicar 2-1 to 2-3</p> <p>Pronunciación Aplicar 2-1 Destreza Aplicar 2-2</p> <p>Unidad 2 Proyecto Preparar Publicar</p>	<p><b>Conversar</b></p> <p>Unidad 2 Proyecto Comentar Reflexionar</p>
lunes 17 de febrero	<p>Unidad 3 <b>¿Qué tengo que hacer esta semana?</b> Understanding a weekly calendar and an exchange between friends, Talk about daily and weekly activities, Explore and compare daily routines in the Spanish-speaking world and the United States</p> <p><b>ESTRATEGIA DE COMPRENSIÓN:</b> Leer El uso efectivo del diccionario <b>Preparar</b></p> <p><b>Contraseña: Texto</b> Los planes de Ana y David <b>Preparar</b></p>	<p>Contraseña Texto Aplicar 3-1</p>	<p><b>Conversar</b></p>
miércoles 19 de febrero	<p><b>VOCAB</b> I Los días, los meses y las estaciones II Las actividades diarias <b>Preparar I</b> <b>Preparar II</b></p> <p><b>GRAMÁTICA</b> I Telling time <b>Preparar I</b></p>	<p>Vocabulario Aplicar 3-1 to 3-13 Vocabulario Comprobar 3-15</p> <p>Gramática I Aplicar 3-1 and 3-3 Gramática I Comprobar 3-5</p>	<p><b>Conversar</b></p>
lunes 24 de febrero	<p><b>GRAMÁTICA</b> II The present tense of verbs <b>ir</b> and <b>tener</b> <b>Preparar II</b></p> <p><b>EXPLORACIÓN CULTURAL</b> ¿Adiós siesta? <b>Preparar</b></p>	<p>Gramática II Aplicar 3-6 and 3-10 Gramática II Comprobar 3-12</p> <p>Exploración Aplicar 3-1 to 3-4</p>	<p><b>Conversar</b></p>

	<p>ESTRATEGIA DE PRODUCCIÓN: Escribir <b>Preparar</b> Ortografía: La letra h <b>Preparar</b> Destreza: El uso del diccionario</p>	<p>Ortografía Aplicar 3-1</p>	
<p>miércoles 26 de febrero</p>	<p>Unidad 4 <b>¿Cómo es mi universidad?</b> Identify basic information related to university campuses, Talk about campus life, likes and dislikes, Explore and compare campus life in the Spanish-speaking world; incorporate non-verbal cues in your speaking</p> <p>ESTRATEGIA DE COMPRENSIÓN: Escuchar Comunicación sin palabras: los gestos <b>Preparar</b></p> <p><b>Contraseña: Texto</b> Mi universidad: un selfirecorrido <b>Preparar</b></p>	<p>Estrategia Escuchar Aplicar 4-1 and 4-2</p> <p>Contraseña Texto Aplicar 4-1</p>	<p><b>Conversar</b></p>
<p>lunes 2 de marzo</p>	<p>VOCAB I La vida en el campus II Me gusta y no me gusta <b>Preparar I</b> <b>Preparar II</b></p> <p>GRAMÁTICA I The verb <b>haber</b> in contrast with ser and estar <b>Preparar I</b></p>	<p>Vocabulario Aplicar 4-1 to 4-10 Vocabulario Comprobar 4-13</p> <p>Gramática I Aplicar 4-1 and 4-7 Gramática I Comprobar 4-9</p>	<p><b>Conversar</b></p>
<p>miércoles 4 de marzo</p>	<p>GRAMÁTICA II The present tense <b>-ar</b> verbs <b>Preparar II</b></p> <p>EXPLORACIÓN CULTURAL Tendencias de inmigración en el mundo hispano <b>Preparar</b></p> <p>ESTRATEGIA DE PRODUCCIÓN: Escribir <b>Preparar</b> Las consonantes dobles en inglés y español <b>Preparar</b> Destreza: Cómo escribir diálogos</p>	<p>Gramática II Aplicar 4-6 and 4-12 Gramática II Comprobar 4-14</p> <p>Exploración Aplicar 4-1 to 4-3</p> <p>Pronunciación Aplicar 4-1</p> <p>Unidad 4 Proyecto Preparar Publicar</p>	<p><b>Conversar</b></p> <p>Unidad 4 Proyecto Comentar Reflexionar</p>

<p>lunes 9 de marzo</p>	<p>Unidad 5 <b>¿A quién admiro?</b> Identify basic information in an informal email and a formal letter, Talk about personality traits and describe what people think and do, Explore and compare what makes someone popular and worth admiring across the Spanish-speaking world</p> <p>ESTRATEGIA DE COMPRENSIÓN: Leer Inferir y comprender lo esencial <b>Preparar</b></p> <p><b>Contraseña: Texto</b> Una nominación <b>Preparar</b></p>	<p>Estrategia Leer Aplicar 5-1</p> <p>Contraseña Texto Aplicar 5-1 and 5-2</p>	<p><b>Conversar</b></p>
<p>miércoles 11 de marzo</p>	<p>VOCAB</p> <p>I Las cualidades personales II ¿Qué hacen las personas admiradas? <b>Preparar I</b> <b>Preparar II</b></p> <p>GRAMÁTICA I Present Tense of <b>-er</b> and <b>-ir</b> verbs <b>Preparar I</b></p>	<p>Vocabulario Aplicar 5-1 to 5-10 Vocabulario Comprobar 5-13</p> <p>Gramática I Aplicar 5-1 and 5-7 Gramática I Comprobar 5-9</p> <p>Unidad 5 Proyecto Preparar Publicar</p>	<p><b>Conversar</b></p> <p>Unidad 5 Proyecto Comentar Reflexionar</p>
	<p>Vacaciones de primavera</p>	<p>No hay clases</p>	
<p>lunes 23 de marzo</p>	<p>GRAMÁTICA</p> <p>II <b>Saber</b> and <b>conocer</b> <b>Preparar II</b></p> <p>EXPLORACIÓN CULTURAL Personas admiradas del mundo hispano <b>Preparar</b></p> <p>ESTRATEGIA DE PRODUCCIÓN: Escribir <b>Preparar</b> Ortografía: Las letras 'x' y 'j' <b>Preparar</b> Destreza: Escribir mensajes formales e informales</p>	<p>Gramática II Aplicar 5-10 and 5-12 Gramática II Comprobar 5-13</p> <p>Exploración Aplicar 5-1 to 5-3</p> <p>Ortografía Aplicar 5-1 Destreza Aplicar 5-2</p> <p>Unidad 5 Proyecto Preparar Publicar</p>	<p><b>Conversar</b></p> <p>Unidad 5 Proyecto Comentar Reflexionar</p>

<p>miércoles 25 de marzo</p>	<p>Unidad 6 <b>¿Quién es mi familia?</b> Understand familiar words and basic facts in a family description, talk about family members and describe people's physical appearances, explore and compare how LGBT rights are evolving in the Spanish-speaking world.</p> <p>ESTRATEGIA DE COMPRENSIÓN: Escuchar Predecir e identificar palabras conocidas <b>Preparar</b></p> <p><b>Contraseña: Texto</b> La familia de Teresa <b>Preparar</b></p>	<p>Estrategia Escuchar Aplicar 6-1</p> <p>Contraseña Texto Aplicar 6-1 and 6-2</p>	<p><b>Conversar</b></p>
<p>lunes 30 de marzo</p>	<p>VOCAB</p> <p><i>I La familia</i></p> <p><i>II Las características físicas</i></p> <p><b>Preparar I</b> <b>Preparar II</b></p> <p>GRAMÁTICA</p> <p>I Possessive Adjectives <b>Preparar I</b></p>	<p>Vocabulario Aplicar 6-1 to 6-10 Vocabulario Comprobar 6-12</p> <p>Gramática I Aplicar 6-1 and 6-4 Gramática I Comprobar 6-6</p>	<p><b>Conversar</b></p>
<p>miércoles 1 de abril</p>	<p>GRAMÁTICA</p> <p>II Stem-Changing present tense verbs <b>Preparar II</b></p> <p>EXPLORACIÓN CULTURAL El matrimonio igualitario en el mundo hispano <b>Preparar</b></p> <p>ESTRATEGIA DE PRODUCCIÓN: Hablar <b>Preparar</b> Pronunciación: Las vocales i, u, y los diptongos <b>Preparar</b> Destreza: El uso de organizadores gráficos para planificar presentaciones</p>	<p>Gramática II Aplicar 6-7 and 6-13 Gramática II Comprobar 6-15</p> <p>Exploración Aplicar 6-1 to 6-3</p> <p>Pronunciación Aplicar 6-1 and 6-2 Destreza Aplicar 6-4</p> <p>Unidad 6 Proyecto Preparar Publicar</p>	<p><b>Conversar</b></p> <p>Unidad 6 Proyecto Comentar Reflexionar</p>

lunes 6 de abril	<p>Unidad 7 <b>¿Cómo mantener la buena salud?</b> Identify basic information in an e-newsletter about campus sporting and fitness events, Talk about sports and pastimes, and describe emotions related to participating in sporting events</p> <p>ESTRATEGIA DE COMPRENSIÓN: Leer Buscar información específica <b>Preparar</b></p> <p><b>Contraseña: Texto</b> La LASO juega <b>Preparar</b></p>	<p>Estrategia Leer Aplicar 7-1 and 7-2</p> <p>Contraseña Texto Aplicar 7-1 and 7-2</p>	<b>Conversar</b>
miércoles 8 de abril	<p>VOCAB VOCAB I Los deportes y las actividades II ¿Por qué participar en los deportes? <b>Preparar I</b> <b>Preparar II</b></p> <p>GRAMÁTICA I Irregular verbs in the present tense <b>Preparar I</b></p>	<p>Vocabulario Aplicar 7-1 to 7-10 Vocabulario Comprobar 7-12</p> <p>Gramática I Aplicar 7-1 and 7-5 Gramática I Comprobar 7-12</p>	<b>Conversar</b>
lunes 13 de abril	<p>GRAMÁTICA II Affirmative informal commands <b>Preparar II</b></p> <p>EXPLORACIÓN CULTURAL Los deportes y el género en los países hispanos <b>Preparar</b></p> <p>ESTRATEGIA DE PRODUCCIÓN: Escribir <b>Preparar</b> Ortografía: La puntuación en español <b>Preparar</b> Destreza: El uso efectivo de los traductores en línea</p>	<p>Gramática II Aplicar 7-8 and 7-11 Gramática II Comprobar 7-13</p> <p>Exploración Aplicar 7-1 to 7-3</p> <p>Ortografía Aplicar 7-1 and 7-2 Destreza Aplicar 7-3 and 7-4</p>	<b>Conversar</b>
miércoles 15 de abril	<p>Unidad 8 <b>¿Qué comiste ayer?</b> Understand a TV commercial about a meal kit delivery service, Talk about food, eating habits, and basic meal preparation, Explore and compare some typical comfort foods and what they mean in the Spanish-speaking world</p> <p>ESTRATEGIA DE COMPRENSIÓN: Escuchar</p>	<p>Estrategia Escuchar Aplicar 8-1</p> <p>Contraseña Texto Aplicar 8-1 and 8-2</p>	<b>Conversar</b>



	<p>Predecir información  <b>Preparar</b>  <b>Contraseña: Texto</b>  Un servicio de comida a domicilio  <b>Preparar</b></p>		
<p>lunes  20 de abril</p>	<p>VOCAB  I Los alimentos  II Las comidas  <b>Preparar I</b>  <b>Preparar II</b></p> <p>GRAMÁTICA  I <b>Gustar</b> and Similar verbs  <b>Preparar I</b></p>	<p>Vocabulario Aplicar  8-1 to 8-9  Vocabulario  Comprobar 8-13</p> <p>Gramática I Aplicar  8-1 and 8-8  Gramática I  Comprobar 8-10</p>	<p><b>Conversar</b></p>
<p>miércoles  22 de abril</p>	<p>GRAMÁTICA  II Preterite of regular verbs  <b>Preparar II</b></p> <p>EXPLORACIÓN CULTURAL  Comidas típicas que reconfortan  <b>Preparar</b></p> <p>ESTRATEGIA DE PRODUCCIÓN:  Hablar  <b>Preparar</b> Pronunciación: Las letras  b, d, g y v  <b>Preparar</b> Destreza: Las muletillas</p>	<p>Gramática II Aplicar  8-11 and 8-15  Gramática II  Comprobar 8-18</p> <p>Exploración Aplicar  8-1 to 8-3</p> <p>Pronunciación  Aplicar 8-1  Destreza Aplicar 8-3</p>	<p><b>Conversar</b></p>
<p>lunes  27 de abril</p>	<p>Unidad 9  <b>¿Cómo te cuidas?</b>  Understand basic information in  healthcare infographics about  physical and mental health, Talk  about health and illnesses, Explore  and compare what makes people  feel happy and enjoy well-being in  the Spanish-speaking world</p> <p>ESTRATEGIA DE COMPRENSIÓN:  Leer  Echar un vistazo  <b>Preparar</b></p> <p><b>Contraseña: Texto</b>  Infografías sobre la salud y el  bienestar  <b>Preparar</b></p>	<p>Estrategia Leer  Aplicar 9-1 and 9-2</p> <p>Contraseña Texto  Aplicar 9-1 and 9-2</p>	<p><b>Conversar</b></p>
<p>miércoles  29 de abril</p>	<p>VOCAB  I Las partes del cuerpo  II La salud y las enfermedades  <b>Preparar I</b>  <b>Preparar II</b></p>	<p>Vocabulario Aplicar  9-1 to 9-10  Vocabulario  Comprobar 9-11</p>	<p><b>Conversar</b></p>

lunes 4 de mayo	GRAMÁTICA I Reflexive verbs <b>Preparar I</b> II Formal Commands <b>Preparar II</b>	Gramática I Aplicar 9-1 and 9-10 Gramática I Comprobar 9-11  Gramática II Aplicar 9-12 and 9-18 Gramática II Comprobar 9-20	<b>Conversar</b>
miércoles 6 de mayo	EXPLORACIÓN CULTURAL El bienestar en los países del mundo hispano <b>Preparar</b>  ESTRATEGIA DE PRODUCCIÓN: Escribir <b>Preparar</b> Ortografía: Las tildes <b>Preparar</b> Destreza: El uso efectivo de las imágenes para mejorar las presentaciones	Exploración Aplicar 9-1 to 9-3  Ortografía Aplicar 9- 1 Destreza Aplicar 9-2 and 9-3  Unidad 9 Proyecto Preparar Publicar	<b>Conversar</b>   Unidad 9 Proyecto Comentar Reflexionar
	Examen Final		