Syllabus
SPAN 1301: Spanish One for Non-Natives

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Office location & telephone numbers: LART 129; # 747-8054
Office hours: M 3:50-4:20; MW 10:00-10:20, 12:00-1:15, 3:00-3:30
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: 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, 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

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<tr>
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<th>Percentage</th>
</tr>
</thead>
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<tr>
<td>Contraseña Activities</td>
<td>25%</td>
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<tr>
<td>Contraseña Proyectos (6)</td>
<td>50%</td>
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<td>Attendance/Participation</td>
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<td>Final Exam (IPA)</td>
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</table>

Calendario de Trabajo Temas y Actividades Semanales (scroll down to next page)
## Calendario de Trabajo

### Temas y Actividades Semanales

<table>
<thead>
<tr>
<th>Día</th>
<th>Unidad</th>
<th>Actividades para completar antes de clase</th>
<th>Actividades para hacer en clase</th>
</tr>
</thead>
</table>
| miércoles 22 de enero | Getting Started   |                                                                                                         | 1. Create account, and login to Contraseña course  
2. Familiarize yourself with Unit organization and the online model  
3. Meet the cultural Collaborators  
4. Review Navigation and Tech Tips  
5. Read Syllabus and Due dates  
6. Learn how to Complete assignments and proyectos |
| lunes 27 de enero    | Unidad 1  
¿Quién soy yo?  
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 Leer  
Aplicar 1-1 and 1-2  
Contraseña Texto  
Aplicar 1-1 | Conversar |
| miércoles 29 de enero | VOCAB  
I Los perfiles sociales  
II Los números de 0 hasta 2,000,000  
Preparar I  
Preparar II  
GRAMÁTICA  
I Ser and estar: singular forms and uses  
Preparar I | Vocabulario Aplicar 1-3 to 1-11  
Vocabulario Comprobar 1-143  
Gramática I Aplicar 1-7 and 1-8  
Gramática I Comprobar 1-11 | Conversar |
| Lunes 3 de febrero | Gramática I | Ser and estar: singular forms and uses  
Preparar I  
II. Gender agreement with nouns and adjectives  
Preparar II  
Exploración Cultural  
Las redes sociales en el mundo hispano  
Preparar  
Estrategia de Producción:  
Escribir  
Preparar Ortografía: Los sufijos en español  
Preparar Destreza: Usar cognados para escribir  | Gramática II Aplicar  
1-12 and 1-14  
Gramática II Comprobar 1-15  
Exploración Aplicar  
1-1 to 1-3  
Ortografía Aplicar 1-1  
Unidad 1 Tu perfil de Lingrofolio  
Preparar Publicar  | Conversar  
Unidad 1 Tu perfil de Lingrofolio Comentar  
Reflexionar  |
| --- | --- | --- | --- |
| Miércoles 5 de febrero | Unidad 2  
¿Quién eres tú?  
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.  
Estrategia de comprensión:  
Escuchar  
Cómo expresar falta de comprensión  
Preparar  
Contraseña: Texto  
Conversaciones en la universidad  
Preparar  | Estrategia Escuchar Aplicar 2-1 and 2-2  
Contraseña Texto Aplicar 2-1  | Conversar  |
| Lunes 10 de febrero | Vocabulario I  
Saludos, despedidas y preguntas básicas  
Preparar I  
Preparar II  
Gramática I  
Ser and estar: plural forms and uses  
Preparar I  | Vocabulario Aplicar  
2-1 to 2-8  
Vocabulario Comprobar 2-11  
Gramática I Aplicar  
2-1 and 2-6  
Gramática I Comprobar 2-7  | Conversar  |
<table>
<thead>
<tr>
<th>miércoles 12 de febrero</th>
<th>GRAMÁTICA II Asking questions in Spanish Preparar II</th>
<th>Gramática II Aplicar 2-8 and 2-11 Gramática II Comprobar 2-13</th>
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<tbody>
<tr>
<td></td>
<td>EXPLORACIÓN CULTURAL El tuteo en el mundo hispano Preparar</td>
<td>Exploración Aplicar 2-1 to 2-3 Pronunciación Aplicar 2-1 Destreza Aplicar 2-2</td>
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<td>ESTRATEGIA DE PRODUCCIÓN: Hablar Preparar Pronunciación: El acento léxico Preparar Destreza: Hacerse entender</td>
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<tr>
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<th>Unidad 3 ¿Qué tengo que hacer esta semana? 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 ESTRATEGIA DE COMPRENSIÓN: Leer El uso efectivo del diccionario Preparar Contraseña: Texto Los planes de Ana y David Preparar</th>
<th>Conversar</th>
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<tbody>
<tr>
<td></td>
<td>Gramática I Telling time Preparar I</td>
<td>Gramática I Aplicar 3-1 and 3-3 Gramática I Comprobar 3-5</td>
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<th>miércoles 19 de febrero</th>
<th>VOCAB I Los días, los meses y las estaciones II Las actividades diarias Preparar I Preparar II</th>
<th>Vocabulario Aplicar 3-1 to 3-13 Vocabulario Comprobar 3-15</th>
<th>Conversar</th>
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<td>GRAMÁTICA I Telling time Preparar I</td>
<td>Gramática I Aplicar 3-1 and 3-3 Gramática I Comprobar 3-5</td>
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<thead>
<tr>
<th>lunes 24 de febrero</th>
<th>GRAMÁTICA II The present tense of verbs ir and tener Preparar II</th>
<th>Gramática II Aplicar 3-6 and 3-10 Gramática II Comprobar 3-12</th>
<th>Conversar</th>
</tr>
</thead>
<tbody>
<tr>
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<td>EXPLORACIÓN CULTURAL ¿Adiós siesta? Preparar</td>
<td>Exploración Aplicar 3-1 to 3-4</td>
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<td>Día</td>
<td>Unidad 4</td>
<td>Estrategia de Producción</td>
<td>Estrategia de Compreensión</td>
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<td>Miércoles 26 de febrero</td>
<td>¿Cómo es mi universidad?</td>
<td>ESCRIBIR Escrito</td>
<td>ORTOGRAFÍA: La letra h</td>
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<tr>
<td>Lunes 2 de marzo</td>
<td>VOCAB I La vida en el campus II Me gusta y no me gusta</td>
<td>PREPARAR I</td>
<td>CONTRASEÑA: Texto</td>
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<td>GRAMÁTICA I The verb haber in contrast with ser and estar</td>
<td>PREPARAR I</td>
<td>MI UNIVERSIDAD: un selfirecorrido</td>
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<td>Miércoles 4 de marzo</td>
<td>GRAMÁTICA II The present tense -ar verbs</td>
<td>PREPARAR II</td>
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<td>PREPARAR</td>
<td>ESCRIBIR Las consonantes dobles en inglés y español</td>
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<td>PREPARAR Destreza: Cómo escribir diálogos</td>
<td>PREPARAR Destreza: Las consonantes dobles en inglés y español</td>
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<td>Unidad 5</td>
<td>Estrategia Leer</td>
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<td>9 de marzo</td>
<td>¿A quién admiro?</td>
<td>Aplicar 5-1</td>
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<td>Aplicar 5-1 and 5-2</td>
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<th>Miércoles</th>
<th>VOCAB</th>
<th>Vocabulario Aplicar</th>
<th>Conversar</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 de marzo</td>
<td>I Las cualidades personales</td>
<td>S-1 to S-10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>II ¿Qué hacen las personas admiradas?</td>
<td>Vocabulario Comprobar S-13</td>
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<td>Preparar I</td>
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<td>S-1 and S-7</td>
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<td>Gramática I</td>
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<td>I Present Tense of -er and -ir verbs</td>
<td>Comprobar S-9</td>
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<th>Vacaciones de primavera</th>
<th>No hay clases</th>
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<td>Preparar II</td>
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<td>Destreza: Escribir</td>
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<td>Ortografía: Las letras ‘x’ y ‘j’</td>
<td>Mensajes formales e informales</td>
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<td>Preparar</td>
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<td>Reflexionar</td>
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| miércoles 25 de marzo | Unidad 6
¿Quién es mi familia?
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.
ESTRATEGIA DE COMPRENSIÓN:
Escuchar
Predecir e identificar palabras conocidas
Preparar
Contraseña: Texto
La familia de Teresa
Preparar | Conversar
Estrategia Escuchar
Aplicar 6-1
Contraseña Texto
Aplicar 6-1 and 6-2 |
| lunes 30 de marzo | VOCAB
I La familia
II Las características físicas
Preparar I
Preparar II
GRAMÁTICA
I Possessive Adjectives
Preparar I | Conversar
Vocabulario Aplicar 6-1 to 6-10
Vocabulario
Comprobar 6-12
Gramática I Aplicar 6-1 and 6-4
Gramática I
Comprobar 6-6 |
| miércoles 1 de abril | GRAMÁTICA
II Stem-Changing present tense verbs
Preparar II
EXPLORACIÓN CULTURAL
El matrimonio igualitario en el mundo hispano
Preparar
ESTRATEGIA DE PRODUCCIÓN:
Hablar
Preparar Pronunciación: Las vocales i, u, y los diptongos
Preparar Destreza: El uso de organizadores gráficos para planificar presentaciones | Conversar
Gramática II Aplicar 6-7 and 6-13
Gramática II
Comprobar 6-15
Exploración Aplicar 6-1 to 6-3
Pronunciación
Aplicar 6-1 and 6-2
Destreza Aplicar 6-4
Unidad 6 Proyecto
Preparar
Publicar
Unidad 6 Proyecto
Comentar
Reflexionar |
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<th>Fecha</th>
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<td>6 de abril</td>
<td>7</td>
<td>¿Cómo mantener la buena salud? 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</td>
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<td>8 de abril</td>
<td>VOCAB</td>
<td>I Los deportes y las actividades II ¿Por qué participar en los deportes?</td>
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<td>13 de abril</td>
<td>GRAMÁTICA</td>
<td>I Irregular verbs in the present tense</td>
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<td>15 de abril</td>
<td>Unidad 8</td>
<td>¿Qué comiste ayer? 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</td>
<td>Escuchar</td>
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<td>Lunes 20 de abril</td>
<td>Predecir información</td>
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<td>Miércoles 22 de abril</td>
<td>VOCAB</td>
<td>I Los alimentos</td>
<td>II Las comidas</td>
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<td>Lunes 27 de abril</td>
<td>Unidad 9</td>
<td>¿Cómo te cuidas?</td>
<td>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</td>
<td>ESTRATEGIA DE COMPRENSIÓN: Leer</td>
<td>Echar un vistazo</td>
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<td>Miércoles 29 de abril</td>
<td>VOCAB</td>
<td>I Las partes del cuerpo</td>
<td>II La salud y las enfermedades</td>
<td>Preparar I</td>
<td>Preparar II</td>
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<td>Lunes 4 de mayo</td>
<td>Gramática I</td>
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<td>II Formal Commands Preparar II</td>
<td>Gramática II Aplicar 9-12 and 9-18 Gramática II Comprobar 9-20</td>
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