

## Syllabus

**SPAN 2301:** Intermediate Spanish One for Non-Native Speaker

**CRN#:** 18030 (ONLINE)

**MSL COURSE CODE:** CRSKLPY-453919

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### Course Instructor



**Instructor:** Viridiana Vidaña

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**Office hours:** TBA

**Term:** FALL 2016

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### Course Description

Intermediate Spanish One for Non-Native Speakers is a course emphasizing development of conversational and reading skills. The course is a review and continuation of grammar studies begun in Spanish 1301 and 1302. The course includes readings from contemporary sources.

### Course Overview

You may be admitted to Spanish 2301 only if you have taken the Spanish Placement Test and have placed directly into SPAN 2301, and/or if you have successfully completed Spanish 1301 and 1302 or contacted the Undergraduate Spanish Advisor to remove the Department

Approval from Banner Goldmine. 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**

**Prerequisite Courses:** Spanish 1301 and 1302

**Prerequisite Skills and Knowledge:**

- Successful completion of Spanish 1301 and 1302.
- Completion of the Spanish Placement Test with direct placement into SPAN-2301
- Documented removal of the departmental approval requirement.

## Required materials

### Course Textbook

- ***Anda Intermedio*** Second Edition by Audrey L Heining-Boynton and Glynis S Cowell Vol. 1 College Custom Edition
- *My Spanish Lab* code for ***Anda Intermedio*** .(Included in the package)
- *You must have a computer headset (microphone and earphone set)*

## Course Learning Outcomes

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

1. **Listening:** After completing Spanish 2301 the student will be able to sustain understanding over longer stretches of a connected discourse on a number of topics pertaining to different times and places. However, understanding is inconsistent due to failure to grasp main ideas and/or details. While topics do not differ significantly from those of an advanced level listener, comprehension is less in quantity and poorer in quality.
2. **Writing:** After completing Spanish 2301 the student will be able to meet most practical writing needs and limited social demands. Student is able take notes in some detail on familiar topics and respond in writing to personal questions. Student is able write simple letters, brief synopses and paraphrases, summaries of biographical data, and work and school experience. In languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not

always accurately. Student's ability to describe and narrate in paragraphs is emerging. Student's written replies use basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Student writing, though faulty, is generally comprehensible to natives who are used to the writing of non-natives.

3. **Reading:** After completing Spanish 2301 the student will be able to read consistently with a full understanding of simple connected texts dealing with basic personal and social needs which the reader has a personal interest and/or knowledge of. Student will be able to obtain main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Student will have some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the advanced level, comprehension is less consistent. Material may have to be read several times for understanding.
4. **Speaking:** After completing Spanish 2301 the student will be able to successfully handle most uncomplicated communicative tasks and social situations. Student can initiate, sustain and close a general conversation using a number of strategies appropriate to a range of circumstances and topics, but errors are still evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The intermediate high speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

### **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-2301 Requires the use of My Spanish Lab.
  - Also, student need UTEP blackboard access

## Technology Requirements

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.

Server problems: When the [Blackboard](#) or [MySpanishLab](#) server needs downtime for maintenance, the [Blackboard](#) or [MySpanishLab](#) 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](#) or email), please contact me at my telephone [\(915\) 790-7049](tel:9157907049) 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

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](http://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=qZGkellE3Y&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5>

[http://www.youtube.com/watch?v=bcO1\\_FqESaA&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5](http://www.youtube.com/watch?v=bcO1_FqESaA&list=PLkjl7bvgoAlhtq13WQYz0RI9OoeDxJXy5)

*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* Student Activities Manual, an interactive version of the *Anda* student text, and all materials from the *Anda* 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](http://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 2301online-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](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 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](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

Type	Points	Totals
Exams (6)	70 points	420
Quizzes (8)	10 points	80
My Spanish Lab (14)	15 points	210
Discussions Responses written and Oral (9)	20 points	180
Written Assignments (5)	22 points	110
<b>Total</b>	<b>100%</b>	<b>1000</b>

## Grading Scale

Letter Grade	Percentage Earned
A	90%-100%
B	80%-89.99%
C	70%-79.99%
D	60-69.99%
F	< 60%

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: Para empezar**

DATES	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources & Materials
AUG 22-26	<p>Identify masculine and feminine nouns</p> <p>Use singular and plural nouns</p> <p>Convey definite and indefinite articles</p> <p>State possession</p> <p>Relate daily activities</p>	<p><b>SAM Assignments (MSL-15 points)</b></p> <p>All practice and <b>My Spanish Lab</b> assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <ul style="list-style-type: none"> <li><b>Discussion (ORAL)</b></li> </ul> <p><b>Post One:</b> THINK ABOUT A PERSON YOU ADMIRE AND DESCRIBE THAT PERSON TO YOUR CLASSMATES AS DETAILED AS POSSIBLE &amp; STATE WHY THAT PERSON IS IMPORTANT TO YOU.</p> <p><b>Post Two:</b> Due before Saturday at 6:00 pm Respond ORALLY to at least two of your classmates' posts. (EXAMPLE: COMPARE &amp; CONTRAST)</p> <ul style="list-style-type: none"> <li><b>Assessment</b></li> </ul> <p><b>QUIZ 1</b></p>	<ul style="list-style-type: none"> <li><b>El Masculino y el femenino (p. 4)</b></li> <li><b>El singular y el plural (p. 5)</b></li> <li><b>Los articulos definidos e indefinidos (p.6)</b> <ul style="list-style-type: none"> <li>-3 in 1 ppt.</li> <li>-Graphs &amp; notes</li> </ul> </li> <li><b>Los adjetivos descriptivos (p. 7-9)</b> <ul style="list-style-type: none"> <li>-Descriptive adjectives ppt.                             <ul style="list-style-type: none"> <li><b>El espanol: Lengua de millones (p.10)</b></li> </ul> </li> </ul>                     [Listen &amp; answer the 3 questions]                 </li> <li><b>Los adjetivos posesivos (p. 11-12)</b> <ul style="list-style-type: none"> <li>-Possesive adjectives ppt.</li> </ul> </li> <li><b>Presente de Indicativo de verbos regulares (p. 13-14)</b> <ul style="list-style-type: none"> <li>-Present tense regular verbs</li> <li>- Present tense chart</li> <li>- Youtube: <a href="https://www.youtube.com/watch?v=4Ex3k3yKjYk">https://www.youtube.com/watch?v=4Ex3k3yKjYk</a></li> </ul> </li> <li><b>Algunos verbos irregulares (p. 14-17)</b> <ul style="list-style-type: none"> <li>-Irregular verbs ppt.</li> <li>- Irregular verbs chart</li> <li>- Youtube: <a href="https://www.youtube.com/watch?v=yup8ifNVcKI">https://www.youtube.com/watch?v=yup8ifNVcKI</a></li> </ul> </li> <li><b>Perfiles (p. 18)</b>[Listen &amp; DO ACTIVITY A-24]</li> </ul>

	Express actions		
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**Week 2: Para empezar**

DATES	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources & Materials
AUG. 29- SEPT. 2	<p>Express action</p> <p>Communicate accomplishments</p> <p>Relate daily routines</p> <p>Describe states of being, characteristics, &amp;</p>	<p><b>SAM Assignments (MSL-15 points)</b></p> <p>All practice and <b>My Spanish Lab</b> assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <ul style="list-style-type: none"> <li><b>Discussion (ORAL)</b> Post One: Due before Wednesday at noon WHAT DO YOUR DAILY ROUTINE LOOKS LIKE? WHAT DO YOU LIKE TO DO? Post Two: Due before Saturday at 6:00 pm Respond ORALLY to at least two of your classmates' posts.</li> <li><b>Assessments</b> <b>QUIZ 2</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Los verbos con cambio de raiz (p.19-21)</b> -Stem changing ppt. -Review stem changing chart -Youtube: <a href="https://www.youtube.com/watch?v=sDaDoL9IYso">https://www.youtube.com/watch?v=sDaDoL9IYso</a></li> <li><b>Las construciones reflexivas (p. 22-25)</b> -Reflexive verbs ppt. -Reflexive pronoun chart -Youtube: <a href="https://www.youtube.com/watch?v=KATBgZ5oylg">https://www.youtube.com/watch?v=KATBgZ5oylg</a></li> <li><b>Repaso de Ser y Estar (p. 26-28)</b> -Ser &amp; estar ppt. -Youtube: <a href="https://www.youtube.com/watch?v=IY10_T_ROq4">https://www.youtube.com/watch?v=IY10_T_ROq4</a></li> <li><b>El verbo gustar (p. 29-30)</b> -Gustar ppt. -Youtube: <a href="https://www.youtube.com/watch?v=eD8gkTKApv8">https://www.youtube.com/watch?v=eD8gkTKApv8</a></li> </ul>

	<p>location</p> <p>Convey likes &amp; dislikes</p> <p>Document the influence of Spanish in the U.S.</p>		<ul style="list-style-type: none"><li>• <b>La influencia del español en los Estados Unidos (p. 30)</b> [Listen &amp; DO ACTIVITY A-43]</li><li>• <b>Y por fin, como andas? (p. 31)</b> -Self-assesment</li></ul>
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**Week 3: Asi somos**

Dates	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources & Materials
SEPT. 5-9	<p>Describe yourself &amp; others</p> <p>Avoid repetition &amp; clarify meaning</p> <p>Predict content &amp; guess meaning</p>	<p><b>SAM Assignments (MSL-15 points)</b></p> <p>All practice and <b>My Spanish Lab</b> assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <ul style="list-style-type: none"> <li><b>Discussion</b> Post One: Due before Wednesday at noon AFTER LOOKING OVER AR PG. 38 TELL US HOW IS THAT PERSON YOU ARE LOOKING FOR USING AT LEAST 6 SENTENCES. Post Two: Due before Saturday at 6:00 pm Respond to at least two of your classmates' posts.</li> <li><b>Assessments</b> <b>QUIZ 3</b></li> </ul>	<ul style="list-style-type: none"> <li><b>El aspect fisico y la personalidad (p. 34-35)</b> [Listen to vocabulary]</li> <li><b>Los pronombres repaso (p. 35-37)</b> -Pronouns ppt. -3 Pronoun chart</li> <li><b>Estas interesado/a? (p.38)</b> -Worksheet</li> <li><b>Algunos verbos como gustar (p. 39-43)</b> -Some verbs like gustar ppt. -MSL tutorial</li> <li><b>Hay un hispano tipico?</b> [Listen &amp; DO ACTIVITY 01-15]</li> <li><b>Un programa comico (p. 44)</b> [Listen &amp; answer questions]</li> <li><b>Como andas? (p.45)</b> -Self-assesment</li> </ul>

**Week 4: Asi somos**

Dates	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources & Materials
SEPT. 12-16	<p>Express feelings &amp; reactions</p> <p>Speak &amp; write about past events</p> <p>Convey persona descriptors</p> <p>Indicate what someone has done</p> <p>Share information about your family</p>	<p><b>SAM Assignments (MSL-15 points)</b></p> <p>All practice and <b>My Spanish Lab</b> assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <ul style="list-style-type: none"> <li><b>Writing Assignment:</b></li> </ul> <p><b>-Un perfil personal (p.60-61)</b></p> <ul style="list-style-type: none"> <li><b>Discussion (ORAL)</b></li> </ul> <p>Post One: Due before Wednesday at noon DESCRIBE YOURSELF USING AT LEAST 7 STATEMENTS.</p> <p>Post Two: Due before Saturday at 6:00 pm Respond <b>ORALLY</b> to at least two of your classmates' posts.</p> <ul style="list-style-type: none"> <li><b>Assessments</b></li> </ul> <p><b>Exam 1</b> <b>REVIEW PPT</b></p>	<ul style="list-style-type: none"> <li><b>Algunos estados (p. 46-48)</b> [Listen to vocabulary]</li> <li><b>Repaso del preterito (p. 47)</b> -The preterite ppt. -The preterite chart</li> <li><b>El presente perfecto de indicative (p. 49-52)</b> -Present perfect ppt. -MSL tutorial</li> <li><b>La familia (p. 53-56)</b> [Listen to vocabulary]</li> <li><b>Perfiles: Familias hispanas (p. 57)</b> [Listen &amp; DO ACTIVITY 01-34]</li> <li><b>Como andas? (p. 61)</b> -Self-assesment</li> <li><b>Vistazo Cultura: Los hispanos en los Estados Unidos (p. 62-63)</b> [Listen &amp; DO ACTIVITY 01-38]</li> <li><b>Y por fin, como andas? (p. 67)</b> -Self-assesment</li> </ul> <p><b>•Vocabulary summary (p. 68-69) [Listen]</b></p>



**Week 5: El tiempo libre**

Dates	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources & Materials
SEPT. 19-23	<p>Share information about sports</p> <p>Tell others to do something</p>	<p><b>SAM Assignments (MSL-15 points)</b></p> <p>All practice and <b>My Spanish Lab</b> assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <ul style="list-style-type: none"> <li>• <b>Discussion</b></li> </ul> <p>Post One: Due before Wednesday at noon            PROVIDE TWO OF YOUR CLASSMATES WITH A FORMAL &amp; INFORMAL COMMAND.</p> <p>Post Two: Due before Saturday at 6:00 pm            Respond to at least two of your classmates' posts.</p> <ul style="list-style-type: none"> <li>• <b>Assessments</b></li> </ul> <p><b>QUIZ 4</b></p>	<ul style="list-style-type: none"> <li>• <b>Deportes (p. 72-77)</b> [Listen to vocabulary]</li> <li>• <b>Los mandatos formales e informales (p. 74)</b>            -Formal &amp; informal commands ppt.            -MSL tutorial</li> <li>• <b>Los mandatos de nosotros/as (p. 78-83)</b>            -Los mandatos de nosotros/as ppt.            -MSL tutorial</li> <li>• <b>Notas culturales: La Vuelta al Tachira (p. 82)</b> [Listen &amp; DO ACTIVITY 02-16]</li> <li>• <b>Escucha: Una conversacion entre dos amigos (p.84-85)</b> [Listen &amp; answer the questions]</li> <li>• <b>Como andas? (p. 85)</b>            -Self- assessment</li> </ul>

**Week 6: El tiempo libre**

Dates	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources & Materials
SEPT. 26-30	<p>Describe sports &amp; pastimes</p> <p>Convey doubt, influence, feelings &amp; hopes</p> <p>Recommend, suggest, request</p>	<p><b>SAM Assignments (MSL-15 points)</b></p> <p>All practice and <b>My Spanish Lab</b> assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <ul style="list-style-type: none"> <li>• <b>Writing Assignment:</b> <b>Un comentario de blog (p. 98)</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Assessments</b> <b>Exam 2</b> <b>REVIEW PPT</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pasatiempos y deportes (p. 86- 90)</b> [Listen to vocabulary]</li> <li>• <b>El subjuntivo (p. 87)</b> -MSL tutorial</li> <li>• <b>El subjuntivo para expresar pedidos y mandatos y deseos (p. 91- 95)</b> -The subjunctive ppt. -MSL tutorial (optional)</li> <li>• <b>Perfiles: Campeones famosos del mundo hispano (p. 94)</b> [Listen &amp; DO ACTIVITY 02-29/30]</li> <li>• <b>Como andas? (p. 99)</b> -Self assessment</li> <li>• <b>Vistazo cultural: Deportes y pasatiempos en la cultura Mexicana (p. 100-101)</b> [Listen DO ACTIVITY 02-37/38]</li> <li>• <b>Y por fin, como andas? (p. 105)</b> -Self assessment</li> <li>• <b>Vocabulary summary (p. 106-107)</b> [Listen]</li> </ul>

**Week 7: Hogar, dulce hogar**

Dates	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources & Materials
OCT. 3-7	<p>Describe houses &amp; other surroundings</p> <p>Discuss past events</p> <p>Specify people, places &amp; things</p>	<p><b>SAM Assignments (MSL-15 points)</b></p> <p>All practice and <b>My Spanish Lab</b> assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <ul style="list-style-type: none"> <li>• <b>Discussion (ORAL)</b></li> </ul> <p>Post One: Due before Wednesday at noon            HAVE YOU MADE ANY REMODELATIONS TO YOUR HOME? WHAT HAVE YOU DONE?            Post Two: Due before Saturday at 6:00 pm            Respond ORALLY to at least two of your classmates' posts.</p> <ul style="list-style-type: none"> <li>• <b>Assessments</b></li> </ul> <p><b>QUIZ 5</b></p>	<p>La construccion de casas y sus alrededores (p. 110-114) [Listen to vocabulary]</p> <p>Repaso: El preterito (Verbos con cambio de raiz y otros verbos irregulares (p.111)            -MSL tutorial            -Youtube:  <a href="https://www.youtube.com/watch?v=iFUAWMMdE7c">https://www.youtube.com/watch?v=iFUAWMMdE7c</a></p> <p>Uso de los aritculos definidos e indifinidos (p. 115-120)            -Articles ppt            -Chart</p> <p>Notas Culturales: El mejoramiento de la casa (p. 117)            [Listen &amp; DO ACTIVITY 03-12]</p> <p>Escucha: Un programa de television (p. 120-121)            [Listen &amp; answer questions]</p> <p>Como andas? (p. 121)            -Self -Assessment</p>

Week 8: Hogar, dulce hogar

Dates	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources & Materials
OCT. 10-14	<p>Depict a home &amp; its rooms</p> <p>Share information about the past</p> <p>Express doubt, emotions &amp; sentiments</p> <p>Report results of actions</p>	<p><b>SAM Assignments (MSL-15 points)</b></p> <p>All practice and <b>My Spanish Lab</b> assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <ul style="list-style-type: none"> <li>• <b>Writing Assignment: UNA LISTA DETALLADA (p. 136)</b></li> <li>• <b>Discussion (ORAL)</b></li> </ul> <p>PARTING FROM ACTIVITY 3-41 ON PG. 136, ORALLY DESCRIBE WHAT TYPE OF HOUSE/ PLACE YOU ARE LOOKING FOR, THEN SUBMITT YOUR FINAL FORMAL LIST TO BE COUNTED AS YOUR WRITTEN ASSIGNMENT</p> <ul style="list-style-type: none"> <li>• <b>Assessments</b></li> </ul> <p><b>Exam 3</b> <b>REVIEW PPT</b></p>	<ul style="list-style-type: none"> <li>• <b>o del hogar: La sala, la cocina y el dormitorio (p. 122-126)</b></li> <li>• <b>Repaso: El imperfecto</b> -MSL tutorial -Chart</li> <li>• <b>El subjuntivo para expresar sentimientos, emociones y dudas (p. 126-129)</b> -El subjuntivo pra expresar... ppt -MSL tutorial (optional)</li> <li>• <b>Estar + el participio pasado (p. 130-133)</b> -Estar+ el participio pasado ppt -MSL tutorial</li> <li>• <b>Perfiles: La importancia de la casa y de su construccion (p. 131)</b> [Listen &amp; DO ACTIVITY 03-32]</li> <li>• <b>Como andas? (p. 137)</b> -Self –assessment</li> <li>• <b>Vistazo cultural: Las casas y la arquitectura en Espana (p. 138-139)</b> [Listen &amp; DO ACTIVITY 03-35] <ul style="list-style-type: none"> <li>• <b>Y por fin, como andas? (p. 143)</b> -Self –assessment</li> </ul> </li> <li>• <b>Vocabulary summary (p. 144-145)</b> [Listen]</li> </ul>

**Week 9: Celebremos!**

Dates	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources & Materials
OCT. 17- 21	<p>Express information about celebrations &amp; life events</p> <p>Report &amp; narrate past events</p> <p>Discuss events that had occurred</p>	<p><b>SAM Assignments (MSL-15 points)</b></p> <p>All practice and <b>My Spanish Lab</b> assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <ul style="list-style-type: none"> <li><b>Discussion (ORAL)</b></li> </ul> <p>Post One: Due before Wednesday at noon STATE 5 OF THE MOST IMPORTANT LIFE EVENTS THAT HAVE HAPPENED I N YOU R LIFE.</p> <p>Post Two: Due before Saturday at 6:00 pm Respond ORALLY to at least two of your classmates' posts.</p> <ul style="list-style-type: none"> <li><b>Assessments</b></li> </ul> <p><b>QUIZ 6</b></p>	<ul style="list-style-type: none"> <li><b>Las celebraciones y los cuentos de la vida (p. 148-152)</b></li> <li><b>Repaso: El preterito y el imperfecto (p. 149)</b> -MSL tutorial Youtube: <a href="https://www.youtube.com/watch?v=LHxngP9Dh9o">https://www.youtube.com/watch?v=LHxngP9Dh9o</a></li> <li><b>El pasado perfecto (Pluscuamperfecto) (p. 153-155)</b> -pluscuamperfecto ppt -MSL tutorial</li> <li><b>Notas culturales: El dia de los muertos (p. 156)</b> [Listen &amp; answer the 3 questions]</li> <li><b>Escucha: Un mensaje de telefono (p. 157)</b> [Listen &amp; DO ACTIVITIES 04-13 &amp;14]</li> <li><b>Como andas? (p. 158)</b> -Self -assessment</li> </ul>

**Week 10: Celebremos!**

Dates	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources & Materials
OCT. 24- 28	<p>Describe food &amp; their preparation</p> <p>Indicate how long something has been going on</p> <p>Specify what has happened</p> <p>Share &amp; compare cultural information</p>	<p><b>SAM Assignments (MSL-15 points)</b></p> <p>All practice and <b>My Spanish Lab</b> assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <ul style="list-style-type: none"> <li>• <b>Writing Assignment:</b> <b>UN ARTICULO DE REVISTA (P. 176)</b></li> <li>• <b>Discussion (ORAL)</b> Post One: Due before Wednesday at noon THINK ABOUT A CELEBRATION THAT TAKES PLACE WHERE YOU LIVE. THEN, NARRATE THE EVENTS FOR YOUR CLASSMATES. Post Two: Due before Saturday at 6:00 pm Respond ORALLY o at least two of your classmates' posts.</li> <li>• <b>Assessments</b> <b>Exam 4</b> <b>REVIEW PPT</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>La comida y la cocina (p. 159) [listen to vocabulary]</b></li> <li>• <b>Repaso: Expresiones con Hacer (p. 160-163)</b> -Expressions with Hacer ppt -MSL tutorial</li> <li>• <b>Mas comida (p. 164-167) [Listen to vocabulary]</b></li> <li>• <b>Presente perfecto de Subjuntivo (p. 168-173)</b> -Presente perfecto de subjuntivo ppt</li> <li>• <b>Perfiles: Grandes concineros del mundo Hispano (p. 172) [Listen &amp; DO ACTIVITY 04-29/30]</b></li> <li>• <b>Como andas? (p. 177)</b> -Self –assessment</li> <li>• <b>Vistazo cultural: Tradiciones de Guatemala, Honduras y El Salvador (p. 178-179)</b> [Listen &amp; DO ACTIVITY 04-35] • <b>Y por fin, como andas? (p. 183)</b> -Self –assessment</li> <li>• <b>Vocabulary summary (p. 184-185) [Listen]</b></li> </ul>

**Week 11: Viajando por aquí y por allá**

Dates	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources & Materials
OCT. 31- NOV. 4	<p>Discuss travel &amp; means of transportation</p> <p>Express time &amp; location</p> <p>Become familiar with cars &amp; automotive travel</p>	<p><b>SAM Assignments (MSL-15 points)</b></p> <p>All practice and <b>My Spanish Lab</b> assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <ul style="list-style-type: none"> <li>• <b>Discussion (ORAL)</b></li> </ul> <p>Post One: Due before Wednesday at noon TELL YOUR CLASSMATE WHERE YOU WOULD LIKE TO TRAVEL DURING SRING BREAK AND USE POR &amp; PARA TO INDICATE THE METHOD OF TRAVEL &amp; THE REASONS TO TRAVEL.</p> <p>Post Two: Due before Saturday at 6:00 pm Respond ORALLY to at least two of your classmates' posts.</p> <ul style="list-style-type: none"> <li>• <b>Assessments</b></li> </ul> <p><b>QUIZ 7</b></p>	<ul style="list-style-type: none"> <li>• <b>Los viajes (p. 188)</b></li> <li>• <b>Repaso de Por y Para (p. 189-192)</b></li> </ul> <p>-Por vs. para ppt -MSL tutorial -Youtube: <a href="https://www.youtube.com/watch?v=fd0dlBZEw18">https://www.youtube.com/watch?v=fd0dlBZEw18</a></p> <ul style="list-style-type: none"> <li>• <b>Viajando por coche (p. 193-195)</b> [Listen to vocabulary]</li> <li>• <b>Los pronombres relativos que y quien (p. 196-198)</b></li> </ul> <p>-Los pronombres que y quien ppt -MSL tutorial</p> <ul style="list-style-type: none"> <li>• <b>Las vacaciones (p. 199-201)</b> [Listen &amp; answer questions]</li> <li>• <b>NOTAS CULTURALES: EL FIN DEL MUNDO...(P. 200) [LISTEN &amp; DO ACTIVITY 05-17]</b></li> <li>• <b>Escucha:Un anuncio de radio (p. 202)</b> [Listen &amp; answer questions]</li> <li>• <b>Como andas? (p. 203)</b></li> </ul> <p>-Self-assessment</p>

**Week 12: Viajando por aquí y por allí**

Dates	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources & Materials
NOV. 7-11	<p>Indicate how technology is useful</p> <p>Converse about events in the past</p> <p>Depict something that is uncertain or unknown</p> <p>Describe technology</p> <p>Share information about Nicaragua, Costa Rica &amp; Panama</p>	<p><b>SAM Assignments (MSL-15 points)</b></p> <p>All practice and <b>My Spanish Lab</b> assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p><b>Writing Assignment:</b>  <b>El proceso de revisar (218-219) (PARTNERS FOR FEEDBACK CAN BE WRITTEN OR ORAL)</b></p> <ul style="list-style-type: none"> <li><b>Assessments</b>  <b>Exam 5</b>  <b>REVIEW PPT</b></li> </ul>	<ul style="list-style-type: none"> <li><b>La tecnología y la informática (p. 204-207)</b></li> <li><b>Repaso: El preterito y el imperfecto (Continuacion) (p. 205)</b></li> </ul> <p>-MSL tutorial</p> <ul style="list-style-type: none"> <li><b>El subjuntivo con antecedents indefinidos o que no existen (p. 208-210)</b> <ul style="list-style-type: none"> <li>El subjuntivo con antecedents indefinidos o que no existen ppt</li> </ul> </li> <li><b>Las acciones relacionadas con la tecnología (p. 211-215)</b></li> <li><b>Perfiles: Viajando hacia el futuro (p. 214)</b>                      [Listen &amp; DO ACTIVITIES 05-33/34]</li> <li><b>Como andas? (p. 219)</b>                      -Self –assessment</li> <li><b>Vistazo cultural: Un viaje por mundos diferentes en Nicaragua, Costa Rica y Panama (p. 220-221)</b>                      [Listen &amp; do activities 05-38 &amp; 39]                     <ul style="list-style-type: none"> <li><b>Y por fin, como andas? (p. 225)</b></li> </ul> </li> </ul> <p>-Self –assessment</p> <ul style="list-style-type: none"> <li><b>Vocabulary summary (p. 226-227)</b> [Listen]</li> </ul>



Week 13: ¡El mundo está cambiando!			
Dates	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources & Materials
NOV. 14-18	<p>Describe yourself, family &amp; others</p> <p>Share ideas about sports &amp; pastimes</p> <p>Describe homes in depth</p>	<p><b>SAM Assignments (MSL-15 points)</b></p> <p>All practice and <b>My Spanish Lab</b> assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p>DISCUSSION (ORAL) 1 MINUTE RUN</p> <ul style="list-style-type: none"> <li>• <b>Assessments</b></li> </ul> <p><b>QUIZ 8</b></p>	<p>Repaso de capítulo A y 1 (p. 230-234)</p> <p>Repaso de capítulo 2 (p. 235-237)</p> <p>Repaso de capítulo 3 (p. 237-240)</p>

Week 14: Si, lo se!			
Dates	Weekly Learning Objectives	Assignments/Assessments/Application	Learning Resources & Materials
NOV. 21- 25	<p>Relate past celebrations &amp; plan future ones</p> <p>Express what has &amp; had happened</p> <p>Express wishes, doubts, feelings &amp; emotions</p>	<p><b>SAM Assignments (MSL-15 points)</b></p> <p>All practice and <b>My Spanish Lab</b> assignments are due on Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <ul style="list-style-type: none"> <li>• <b>Assessments</b></li> </ul> <p><b>Exam 6</b></p> <p><b>REVIEW PPT</b></p>	<p>Repaso de capítulo 4 (p. 241-243)</p> <p>Repaso de capítulo 5 (p. 244-245)</p> <p>Repaso: Un poco de todo (p. 246-252)</p> <ul style="list-style-type: none"> <li>• <b>Y por fin, como andas? (p. 253)</b></li> </ul> <p>-Self –assessment</p>

	Refer to people that may or may not exist  Synthesize information		
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\*Subject to change