

## Syllabus

**SPAN 1302: Spanish Two for Non-Natives**

**CRN #26225 (ONLINE)**

**MSL COURSE CODE: CRSKLP2-614717**

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### Course Instructor



**Instructor:** Viridiana Vidaña

**Email address:** [vvidana@utep.edu](mailto:vvidana@utep.edu)

**Office location and telephone numbers:** LART 124  
(915) 747-6487 [Office]/ (915) 790-7049 [Cell]

**Office hours:** TBA

**Term:** Spring 2018

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### Course Description

Elementary Spanish Two (1302) is a continuation of Spanish 1301, with the introduction of more complex elements of grammar; additional practice in the four basic skills: writing, listening, understanding and speaking.

### Course Overview

You may be admitted to Spanish 1302 only if you have taken the Spanish Placement Test and have placed directly into SPAN 1302, or if you have contacted the Undergraduate Spanish Advisor to remove the departmental approval

requirement. The Department of Languages and Linguistics reserves the right to rectify errors in placement caused by a student's failure to observe these guidelines, including the option to drop a student enrolled in an inappropriate course.

**Credit Hours:** 3 Credit Hours

**Prerequisite Courses:** SPAN 1301 AND OR SPT

**Prerequisite Skills and Knowledge:**

- Completion of the Spanish Placement Test with direct placement into SPAN 1302
- Documented removal of the departmental approval requirement

### **Required Materials**

#### **Course Textbook**

- ***Anda Elemental 3rd Edition*** Volume I by Audrey L Heining-Boynton and Glynis S Cowell. College Custom Edition. This textbook must be purchased at the UTEP Bookstore. You cannot buy a used edition of the book because you will need the access code for My Spanish Lab.
- My Spanish Lab code for *Anda Elemental* (Included in the package)
- 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 1302, the students will be able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

**B. Writing:** Students will be able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombination of learned vocabulary and structures into simple sentences on very familiar topics.

**C. Reading:** Students will be able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

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

### **Methodology**

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

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

### **The role of grammar**

Grammar is indeed important, but if all you do is grammar drills you'll never learn to speak the language. Instead, the student will be able to put the grammar to use in contextualized, communicative situations of the sort you'll encounter in

the class. Although mechanical practice is necessary, it shouldn't dominate class time, which must be spent communicating in Spanish. To practice the grammar in class, please study the assigned pages of the textbook. If you are prepared, you'll find it easier to communicate in the target language. If you don't understand a particular grammar point, ask your instructor.

### **Speech errors**

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

### **Course Technology**

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

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** 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=qZGkellde3Y&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 Elemental* Student Activities Manual, an interactive version of the *Anda Elemental* student text, and all materials from the *Anda Elemental* audio and video programs.

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

- Readiness Checks: At the beginning of each chapter, students may answer questions covering several grammar concepts necessary for understanding the grammar in that chapter. If the Readiness Check indicates they need help on a specific topic, they are referred to appropriate grammar tutorials for the instruction they need.
- English and Spanish Grammar Tutorials: 90 short, animated tutorials teach students the English grammar they need in order to understand the Spanish grammar covered in the text. Other grammar tutorials teach or review the Spanish grammar topics covered in the course.
- "Need Help" Feature: When enabled by the instructor, a "Need Help" box appears as students are doing online homework activities, providing links to grammar tutorials, e-book sections, and additional practice activities—all of which are directly relevant to the task at hand.

### *Oral Practice*

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

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

- Audio Feedback: Instructors can access any or all of the students' recorded audio directly from the course gradebook, then listen, enter a grade, make comments in writing, or record a response in return.
- Online Oral Communication Tools: Students can engage in online communication with their classmates, either synchronously or asynchronously thru WIMBA .

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

Although you may go to [www.myspanishlab.com](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 1302online-Your Name.

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

Often, others will have the same question. Posting a question in the Course Forum allows for classmates to either answer or add to it. I will check the Course Forum several times a day (except Sundays).

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

### **Effective Electronic Communication**

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

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

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

You can find more information on netiquette, the etiquette of Internet communication, at [www.albion.com/netiquette](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      |
|---|-------------|
| Exams (6 @ 70 pts. each)                                  | 420         |
| Quizzes (8 @ 10 pts. each)                                | 80          |
| My Spanish Lab (14 @ 15 pts. each)                        | 210         |
| Discussion Responses: Written and Oral (9 @ 20 pts. each) | 180         |
| Written Assignments (5 @ 22 pts. each)                    | 110         |
| <b>Total</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%             |

Final exam is given during *Finals Week*. See the course calendar for the date. *It is not possible to make up or drop the final exam.*

**Scope and sequence of learning activities:** *Also see calendar on MSL for your homework.*

**Week 1: INTRODUCCIONES Y REPASOS**

| Weekly Learning Objectives  | Assignments/Assessments/Application  | Learning Resources and Materials   |
|---|--|--|
| <p>Interpret and apply the Spanish sound system in order to identify and use proper pronunciation when speaking.</p> <p>Utilize appropriate vocabulary and grammatical structures to communicate and comprehend:</p> <ul style="list-style-type: none"> <li>• Greetings and leave-takings</li> <li>• Identify self and family members</li> <li>• Academic life</li> <li>• States of being</li> <li>• Sports and pastimes</li> </ul> <p>Construct a basic sentence and ask questions using the present tense of regular verbs and some high frequency irregular verbs including:</p> <ul style="list-style-type: none"> <li>• Ser</li> <li>• Estar</li> <li>• Gustar</li> <li>• Tener</li> </ul> <p>Apply language and vocabulary skills developed in class to derive meaning from authentic written material.</p> <p>Compare and contrast Hispanic cultures to own culture to gain a better understanding of the language, customs, attitudes and institutions of the Spanish-speaking world.</p> | <p><b>SAM Assignments (15 points)</b><br/>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>Discussion (20 points)</b><br/>Your initial post is due before Thursday at 6pm.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Check for and review the discussion resources for Week 1 before beginning your assignment.</li> <li>• Review the Vocabulario: saludos (pp. 4-7), La familia (p. 32-33), &amp; Tener (p. 35-36)</li> <li>• In a few sentences, briefly introduce yourself in Spanish to your classmates. Tell us who you are, tell us if you have a big or small family.</li> </ul> <p>Your response posts are due before Saturday at 6:00 p.m.</p> <ul style="list-style-type: none"> <li>• Respond to at least two of your classmates' posts.</li> </ul> <p><b>Assessments (10 points)</b><br/><b>Quiz 1</b></p> | <p><b>Readings, PowerPoints &amp; Interactive Materials</b></p> <p><b>Chapter B Repaso p. 240</b></p> <p><b>Cap. Preliminar A (p. 242)</b></p> <ul style="list-style-type: none"> <li>• Los saludos</li> <li>• Las expresiones del salón de clase</li> <li>• El alfabeto</li> <li>• Los cognados</li> <li>• Los pronombres</li> <li>• El verbo ser</li> <li>• Los adjetivos de nacionalidad</li> <li>• Los números 0-30</li> <li>• La hora</li> <li>• Los días, los meses y las</li> <li>• El tiempo</li> <li>• El verbo gustar</li> </ul> <p><b>Cap. 1: ¿Quiénes somos? (p. 242-244)</b></p> <ul style="list-style-type: none"> <li>• El verbo tener</li> <li>• El verbo tener</li> <li>• El singular y el plural</li> <li>• El masculino y el femenino</li> <li>• Los artículos definidos e indefinidos</li> <li>• La gente</li> <li>• Los adjetivos posesivos y descriptivos</li> <li>• Los números 31-100</li> </ul> <p><b>Cap. 2: La vida universitaria (p. 244-249)</b></p> <ul style="list-style-type: none"> <li>• Las materias y las especialidades</li> <li>• El salón de clase</li> <li>• El presente indicativo de los verbos regulares</li> <li>• La formación de preguntas y palabras interrogativas</li> <li>• Los números 1-1000</li> <li>• La vida académica</li> <li>• El verbo estar</li> <li>• Las emociones y los estados</li> <li>• El verbo gustar</li> <li>• Los deportes y los pasatiempos</li> </ul> |

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|--|--|--|
|  |  | <b>Media</b><br>-Review of Main Points Video |
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| Week 2: INTRODUCCIONES Y REPASOS  |   |   |
|---|---|---|
| Weekly Learning Objectives  | Assignments/Assessments/Application   | Learning Resources and Materials  |
| <p>Interpret and apply the Spanish sound system in order to identify and use proper pronunciation when speaking.</p> <p>Utilize appropriate vocabulary and grammatical structures to communicate and comprehend:</p> <ul style="list-style-type: none"> <li>• Parts of a house and household chores</li> <li>• Places in and around town</li> <li>• Service opportunities and participation</li> <li>• The arts: music, cinema and television</li> </ul> <p>Construct a basic sentence using the simple future, the present progressive, the present tense of regular verbs, and some irregular verbs including:</p> <ul style="list-style-type: none"> <li>• Haber</li> <li>• Ir</li> <li>• Ser</li> <li>• Estar</li> <li>• Stem changing verbs</li> <li>• Irregular in first-person singular</li> </ul> <p>Apply language and vocabulary skills developed in class to derive meaning from authentic written material.</p> | <p><b>SAM Assignments (15 points)</b><br/><b>My Spanish Lab</b> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p><b>Discussion: Oral response required (20 points)</b><br/>Your initial post is due before Thursday at 6pm.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Check for and review the discussion resources for Week 2 before beginning your assignment.</li> <li>• Write your responses to the following in Spanish in a few sentences or a paragraph: <ul style="list-style-type: none"> <li>○ Describe your house (size, color, furniture).</li> <li>○ Tell everyone what household chores you are responsible for.</li> </ul> </li> <li>• Practice reading and speaking the responses you have written in Spanish.</li> <li>• Record your spoken responses and post them in your initial post as if you were speaking to your classmates in person.</li> <li>• Post your written paragraph for comparison.</li> </ul> <p>Your response posts are due before Saturday at 6:00 p.m.</p> <ul style="list-style-type: none"> <li>• Respond to at least two of your classmates' posts.</li> </ul> | <p><b>Readings, PowerPoints &amp; Interactive Materials</b></p> <p><b>Cap. 3: Estamos en casa (p. 250-255)</b></p> <ul style="list-style-type: none"> <li>• La casa</li> <li>• Algunos verbos irregulares</li> <li>• Los muebles y otros objetos de la casa</li> <li>• Los quehaceres y los colores</li> <li>• Algunas expresiones con tener</li> <li>• Los números 1.000-100.000.000</li> <li>• El verbo hay</li> <li>• Los numeros ordinales</li> </ul> <p><b>Cap. 4: Nuestra comunidad (p. 256-261)</b></p> <ul style="list-style-type: none"> <li>• Los lugares</li> <li>• Los verbos saber y conocer</li> <li>• Tener que + infinitivo</li> <li>• Los verbos con cambio de raíz</li> <li>• El verbo ir e ir + a + infinitivo</li> <li>• Los servicios a la comunidad</li> <li>• Las expresiones afirmativas y negativas</li> <li>• Un repaso de ser y estar</li> </ul> <p><b>Cap. 5: ¡A divertirse! La música y el cine (p. 261-264)</b></p> <ul style="list-style-type: none"> <li>• El mundo de la música</li> <li>• Los adjetivos y pronombres demostrativos</li> <li>• Los adverbios</li> <li>• El mundo del cine</li> <li>• Los verbos regulares en el pretérito</li> <li>• Los pronombres de complemento directo y la a personal</li> </ul> <p><b>Y por fin, ¿cómo andas? (p. 265)</b></p> <ul style="list-style-type: none"> <li>• Self-assessment</li> </ul> |

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| <p>Compare and contrast Hispanic cultures to own culture to gain a better understanding of the language, customs, attitudes and institutions of the Spanish-speaking world.</p> | <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Use tener que + infinitive when responding to your classmates' posts.</li> <li>2. Write down two questions you would like to ask each of your classmates about their house and/or responsibilities.</li> <li>3. Practice reading and speaking the responses you have written in Spanish.</li> <li>4. Record your spoken responses as if you were speaking to your classmates in person.</li> </ol> <p><b>Assessments (10 points)</b><br/><b>Quiz 2</b></p> | <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Preterit video</li> </ul> |
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| Week 3: ¡A COMER!  |   |   |
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| Weekly Learning Objectives   | Assignments/Assessments/Application   | Learning Resources and Materials  |
| <p>Demonstrate knowledge of food related vocabulary in both written and spoken formats.</p> <p>Compare and contrast Hispanic gastronomy with that of the United States.</p> <p>Express the preterit tense of regular verbs and verbs that contain an</p> | <p><b>SAM Assignments (15 points)</b><br/><b>My Spanish Lab</b> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p><b>Discussion (20 points)</b><br/>Your initial post is due before Thursday at 6pm</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Check for and review the discussion resources for Week 3 before beginning your assignment.</li> <li>• Review the <b>La Comida (pp. 268-269)</b>—la comida PowerPoint.</li> <li>• In a paragraph written in Spanish, answer the following questions: <ol style="list-style-type: none"> <li>1. What kind of dishes do you and your family most commonly prepare?</li> <li>2. Generally, at what time do you and your family have dinner? (What do you have for dinner?)</li> </ol> </li> </ul> | <p><b>Reading, Tutorials, PowerPoints &amp; Interactive Materials</b></p> <ul style="list-style-type: none"> <li>• La comida (pp. 266-274)</li> <li>• Las comidas en el mundo hispano (listen) (p. 274)</li> <li>• Repaso del complemento directo (p. 275-276)</li> <li>• El pretérito part 1 (p. 277-280)</li> <li>• ¿Cómo andas? (p. 280), Self-assessment</li> </ul> |

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| orthographic change. | <p>3. Use the vocabulary for “la comida” and what you reviewed in the preliminary chapter in your paragraph.</p> <ul style="list-style-type: none"> <li>Your response posts are due before Saturday at 6:00 p.m.</li> </ul> <p>Instructions:<br/>In a paragraph, respond to at least two of your classmates’ posts.</p> <p>1. Compare and contrast the type of food(s) you and your family prepare to that of a classmate and make sure you use the vocabulary, direct object pronouns and the preterit.</p> <p><b>Assessment (10 points)</b><br/><b>Quiz 3</b></p> |  |
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**Week 4: ¡A COMER!**

| Weekly Learning Objectives  | Assignments/Assessments/Application  | Learning Resources and Materials  |
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| <p>Use vocabulary related to purchasing and cooking food in both written and spoken formats.</p> <p>Form irregular verbs in the preterit tense and use them in written and spoken</p> | <p><b>SAM Assignments (15 points)</b><br/><b>My Spanish Lab</b> due Sunday before 11:59 p.m. MST. Assignments in My Spanish Lab are graded.</p> <p><b>Writing Assignment #1: (22 points)</b><br/>Writing Assignment: Instructions will be provided for this activity (p. 297)</p> <p>Instructions:<br/>Write a description in Spanish about a past event. Use the handout provided by your professor and the information from the discussion to help you write your description.</p> <p><b>Assessments</b><br/><b>EXAM 1 (70 points)</b></p> | <p><b>Reading, Tutorials, PowerPoints &amp; Interactive Materials</b></p> <p><b>Cap. 7: ¡A comer!</b></p> <ul style="list-style-type: none"> <li>La preparación de la comidas (p. 281-282)</li> <li>La comida hispana (listen) (p. 283)</li> <li>Algunos verbos irregulares en el pretérito (pp. 284-289)</li> <li>En el restaurante (pp. 290-294)</li> <li>Las compras en el mercado (listen) (p. 295)</li> <li>Conversemos (p. 296)</li> <li>¿Cómo andas? (p. 297), Self-assessment</li> <li>Cultura: Chile y Paraguay (pp. 298-299) [Listen to Gino or Sandra]</li> <li>Lectura (p. 300-302)</li> <li>Y por fin, ¿cómo andas? (p. 303), Self-assessment</li> </ul> |

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| <p>context.</p> <p>Analyze the differences and similarities between Chilean and Paraguayan cultures.</p> | <p><b>EXAM 1—Exam review PowerPoint</b></p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Review the Exam 1 PowerPoint provided by your instructor before taking your Exam.</li> <li>2. Make sure your computer or equipment is working correctly. If not, schedule time in the resources lab to complete your exam.</li> </ol> | <ul style="list-style-type: none"> <li>• Vocabulary Summary (pp. 304-305) [listen and study]</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Chap. 7 Irregular Verbs Preterite Song</li> </ul> |
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**Week 5: ¿QUÉ TE PONES?**

| Weekly Learning Objectives   | Assignments/Assessments/Application   | Learning Resources and Materials   |
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| <p>Describe clothing and related vocabulary in both written and spoken formats.</p> <p>Formulate sentences in a more concise way by using direct and indirect object pronouns.</p> | <p><b>SAM Assignments (15 points)</b><br/> <b>My Spanish Lab</b> due Sunday before 11:59 p.m. MST. Assignments in My Spanish Lab are graded.</p> <p><b>Discussion (20 points)</b><br/> Your initial post is due before Thursday at 6pm.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Check for and review the discussion resources for Week 5 before beginning your</li> </ul> | <p><b>Reading, Tutorials, PowerPoints &amp; Interactive Materials</b></p> <p><b>Cap. 8: ¿Qué te pones? P. 306</b></p> <ul style="list-style-type: none"> <li>• La ropa (pp. 308-312)</li> <li>• Zara: La moda internacional (listen) (pg. 312)</li> <li>• Los pronombres de complemento indirecto (pp. 313-316)</li> <li>• Gustar y verbos como gustar (pp. 317-320)</li> <li>• Los pronombres de complemento directo e</li> </ul> |

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| <p>Articulate likes and dislikes by using gustar and verbs that follow the same pattern.</p> | <p>assignment.</p> <p>1. In a paragraph written in Spanish, address the following:</p> <ul style="list-style-type: none"> <li>• Do you like shopping for clothes?</li> <li>• Which is your favorite store?</li> <li>• What types of clothes do you like best/least?</li> </ul> <p>Your response posts are due before Saturday at 6:00 p.m. Respond to at least two of your classmates' posts.</p> <p>Instructions:</p> <p>1. In a paragraph written in Spanish, address the following:</p> <ul style="list-style-type: none"> <li>• Compare and contrast your likes with that of your classmates' likes.</li> </ul> <p>2. Ask your classmates at least one question about their preferences in clothing.</p> <p><b>Assessments (10 points)</b><br/><b>Quiz 4</b></p> | <p>indirecto usados juntos (pp. 321-323)</p> <ul style="list-style-type: none"> <li>• ¿Cómo andas? (p. 323), Self-assessment</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Chap. 8 Direct and Indirect Object Pronouns</li> </ul> |
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| <p style="text-align: center;"><b>Week 6: ¿QUÉ TE PONES?</b></p>   |  |  |
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| <p><b>Weekly Learning Objectives</b></p>   | <p><b>Assignments/Assessments/Application</b></p>  | <p><b>Learning Resources and Materials</b></p>   |
| <p>Discuss clothing using specific vocabulary related to colors and material type in both written and spoken formats.</p> <p>Talk about daily routine using reflexive verbs in</p> | <p><b>SAM Assignments (11 points)</b><br/><b>My Spanish Lab</b> due Sunday before 11:59 p.m. MST. Assignments in My Spanish Lab are graded.</p> <p><b>Discussion: Oral response required (20 points)</b><br/>Your initial post is due before Thursday at 6 pm.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Check for and review the discussion resources for Week 6 before beginning your assignment.</li> </ul> | <p><b>Reading, Tutorials, PowerPoints &amp; Interactive Materials</b></p> <p><b>Cap. 8: ¿Qué te pones?</b></p> <ul style="list-style-type: none"> <li>• Las telas y los materiales (pp. 324-326)</li> <li>• Los centros comerciales</li> </ul> |

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| <p>the present, preterit and imperfect tenses.</p> <p>Recount events that took place during childhood utilizing regular and irregular verbs in the imperfect tense.</p> <p>Compare and contrast Argentine and Uruguayan cultures.</p> | <p>Use the handout provided and look at your book on pg. 335.</p> <p>You are remembering what you enjoyed doing when you were a child and you will now be writing an email (to a sibling and/or best friend) to tell them what your childhood was like.</p> <p><b>Writing Assignment #2: (22 points) pg. 335</b><br/>Write your responses to the following in Spanish:</p> <ol style="list-style-type: none"> <li>1. Use the list provided and write 8 things that you enjoyed doing the most.</li> <li>2. In a paragraph, describe these (8 things) to a sibling/best friend.</li> <li>3. Practice reading and speaking the description you have written in Spanish.</li> <li>4. Record your spoken responses as if you were speaking to your classmates in person.</li> <li>5. Post your written list and description for comparison.</li> </ol> <p>Your response posts are due before Saturday at 6:00 p.m. Respond to at least two of your classmates' posts.</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. In one or two paragraphs written in Spanish, respond to a classmates' descriptions of their childhood.</li> <li>2. Tell each of your classmates something you found interesting about them.</li> <li>3. Practice reading and speaking the responses you have written in Spanish.</li> <li>4. Record your spoken responses as if you were speaking to your classmates in person.</li> </ol> <p><b>Assessments (70 points)</b><br/><b>EXAM 2</b><br/><b>EXAM 2—Exam review PowerPoint</b><br/>Instructions:</p> <ol style="list-style-type: none"> <li>1. Review the Exam 2 PowerPoint provided by your instructor before taking your Exam.</li> <li>2. Make sure your computer or equipment is working correctly. If not, schedule time in the resources lab to complete your exam.</li> </ol> | <p>en Latinoamérica (listening) (p. 327)</p> <ul style="list-style-type: none"> <li>• El imperfecto (p. 328-332)</li> <li>• En el centro comercial (listening) (p. 333)</li> <li>• Conversemos p. 334</li> <li>• Escribe p. 335</li> <li>• ¿Cómo andas? (p. 335), Self-assessment</li> <li>• Cultura: Argentina y Uruguay (pp. 336-337) [Listen to María or Francisco]</li> <li>• Y por fin, ¿cómo andas? (p. 341), Self-assessment</li> <li>• Vocabulary Summary (pp. 342-343) [listen and study]</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Chap 8. El Imperfecto</li> </ul> |
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**Week 7: ESTAMOS EN FORMA**

| Weekly Learning Objectives | Assignments/Assessments/Application | Learning Resources and Materials  |
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| Identify types of          |                                     | Reading, Tutorials, PowerPoints & |

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| <p>ailments related to various body parts and their treatments in both written and spoken formats.</p> <p>Develop language skills by expressing concepts in a more concise and clear way using pronouns.</p> <p>Create emphatic and exclamatory statements using various expressions.</p> | <p><b>SAM Assignments (15 points)</b><br/> <b>My Spanish Lab</b> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p><b>Discussion (20 points)</b><br/> Your initial post is due before Thursday at 6pm.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Check for and review the discussion resources for Week 7 before beginning your assignment. <ol style="list-style-type: none"> <li>1. Review the Vocabulary</li> <li>2. In a paragraph describe what it was like the last time you visited the emergency room. <ul style="list-style-type: none"> <li>○ Who and what did you see?</li> <li>○ What where your symptoms?</li> <li>○ What treatment did you received?</li> </ul> </li> </ol> </li> </ul> <p>Your response posts are due before Saturday at 6:00 p.m. Respond to at least two of your classmates' posts.</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Compare and contrast your experience to that of your classmates.</li> </ol> <p><b>Assessments (10 points)</b><br/> <b>Quiz 5</b></p> | <p><b>Interactive Materials</b></p> <p><b>Cap. 9: Estamos en forma p. 344</b></p> <ul style="list-style-type: none"> <li>• El cuerpo humano (pp. 346-348)</li> <li>• Las construcciones reflexivas 349-353</li> <li>• Resumen de los pronombres (3) p. 354-357</li> <li>• El agua y la buena salud (listening) (p. 358)</li> <li>• ¿Cómo andas? (p. 358), Self-assessment</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Chap. 9 Resumen de Pronombres (3)</li> </ul> |
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| Week 8: ESTAMOS EN FORMA   |  |   |
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| Weekly Learning Objectives   | Assignments/Assessments/Application  | Learning Resources and Materials  |
| <p>Narrate events that took place in the past using both the preterit and imperfect tenses in both written and</p> | <p><b>SAM Assignments (15 points)</b><br/> <b>My Spanish Lab</b> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p><b>Writing Assignment #3: (22 points)</b><br/> Refer to your book on p. 373 (activity 9-41).</p> <ol style="list-style-type: none"> <li>1. Think about someone who didn't used to live a healthy life but has recently made a change.</li> <li>2. Write down a description of the things they used to do and the things they do now.</li> </ol> | <p><b>Reading, Tutorials, PowerPoints &amp; Interactive Materials</b></p> <p><b>Cap. 9: Estamos en forma Algunas enfermedades p. 359-363</b></p> <ul style="list-style-type: none"> <li>• El pretérito y el imperfecto (pp. 364-370)</li> </ul> |

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| <p>spoken formats.</p> <p>Explain how long something has been going on and how long ago something occurred using expressions with hacer.</p> <p>Relate the differences and similarities amongst Peruvian, Bolivian, and Ecuadorian cultures.</p> | <p><b>Assessments</b><br/> <b>EXAM 3 (70 points)</b><br/> <b>EXAM 3—Exam review PowerPoint</b><br/> Instructions:<br/> 1. Review the Exam 3 PowerPoint provided by your instructor before taking your Exam.<br/> 2. Make sure your computer or equipment is working correctly. If not, schedule time in the resources lab to complete your exam.</p> | <ul style="list-style-type: none"> <li>• Las farmacias en el mundo hispanohablante (pp. 371) (listen) <ul style="list-style-type: none"> <li>○ Escucha p 372</li> <li>○ Conversemos p. 373</li> <li>○ Escribe 374</li> </ul> </li> <li>• ¿Cómo andas? (p. 374), Self-assessment</li> <li>• Cultura: Peru, Bolivia &amp; Ecuador (pp. 375-377) [Listen to Diana, Jorge or Yolanda.]</li> <li>• Y por fin, ¿cómo andas? (p. 381), Self-assessment</li> <li>• Vocabulary Summary (pp. 382-383) [listen and study]</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Chap. 9 Pretérito e Imperfecto</li> </ul> |
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**Week 9: ¡VIAJEMOS!**

| Weekly Learning Objectives   | Assignments/Assessments/Application  | Learning Resources and Materials   |
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| <p>Characterize the different modes of transportation in both written and spoken formats.</p> <p>Construct sentences</p> | <p><b>SAM Assignments (15 points)</b><br/> <b>My Spanish Lab</b> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p><b>Discussion (20 points)</b><br/> Your initial post is due before Thursday at 6pm.</p> | <p><b>Reading, Tutorials, PowerPoints &amp; Interactive Materials</b></p> <p><b>Cap. 10: ¡Viajemos! P. 384</b></p> <ul style="list-style-type: none"> <li>• Los medios de transporte (pp. 386-390)</li> <li>• Los mandatos informales (pp. 391-395)</li> <li>• Los mandatos formales (pp. 396-400)</li> <li>• ¿Cómo nos vemos? (Listening) (p. 399)</li> </ul> |

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| <p>using the formal and informal forms in the imperative tense.</p> | <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Check for and review the discussion resources for Week 9 before beginning your assignment.</li> </ul> <ol style="list-style-type: none"> <li>1. In a paragraph written in Spanish, discuss at least three modes of transportation you prefer to use.</li> <li>2. Mention two reasons why you prefer such modes.</li> </ol> <p>Your response posts are due before Saturday at 6:00 p.m. Respond to at least two of your classmates' posts.</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. In a paragraph, ask each of your two classmates two additional questions about the modes of transportation they have chosen.</li> </ol> <p><b>Assessments (10 points)</b><br/><b>Quiz 6</b></p> | <ul style="list-style-type: none"> <li>• ¿Cómo andas? (p. 400), Self-assessment</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Chap 10 The 3 Modes of Spanish</li> </ul> |
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**Week 10: ¡VIAJEMOS!**

| Weekly Learning Objectives  | Assignments/Assessments/Application  | Learning Resources and Materials   |
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| <p>Develop a report utilizing travel and vacation related vocabulary.</p> <p>State what belongs to self and others using various formats.</p> <p>Form more complex sentences using regular and irregular forms of the comparatives and the superlatives.</p> <p>Summarize the differences and similarities amongst Colombian and Venezuelan cultures.</p> | <p><b>SAM Assignments (11 points)</b><br/> <b>My Spanish Lab</b> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p><b>Writing Assignment #4: (22 points)</b></p> <ul style="list-style-type: none"> <li>• Use the handout provided.</li> <li>• Look at the textbook on pg. 413.</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Check for and review the discussion resources for Week 10 before beginning your assignment.</li> </ul> <ol style="list-style-type: none"> <li>1. Using the guide provided in your discussion resources, prepare a report for your classmates.</li> <li>2. Proofread your report, checking for the following:             <ul style="list-style-type: none"> <li>○ Spelling is correct.</li> <li>○ Verb forms are correct.</li> <li>○ Subjects, verbs, nouns, and adjectives agree in number and gender.</li> </ul> </li> <li>3. Review your report; making sure it states what you mean.</li> <li>4. Upload your report.<br/>                     (It can be in any form that you prefer. Ex: PowerPoint, video, pdf...)</li> </ol> <p><b>Assessments (70 points)</b><br/> <b>EXAM 4</b><br/> <b>EXAM 4—Exam review PowerPoint</b><br/>                     Instructions:</p> <ol style="list-style-type: none"> <li>1. Review the Exam 4 PowerPoint provided by your instructor before taking your Exam.</li> <li>2. Make sure your computer or equipment is working correctly. If not, schedule time in the resources lab to complete your exam.</li> </ol> | <p><b>Reading, Tutorials, PowerPoints &amp; Interactive Materials</b></p> <p><b>Cap. 10: ¡Viajemos!</b></p> <ul style="list-style-type: none"> <li>• El viaje (pp. 401- 404)</li> <li>• Venezuela, país de aventuras (listening) (pp. 405)</li> <li>• El comparativo y el superlativo (pp. 406-410)</li> <li>• Escucha p. 411</li> <li>• Conversemos p. 412</li> <li>• Escribe p. 413</li> <li>• ¿Cómo andas? (p. 413), Self-assessment</li> <li>• Cultura: Colombia &amp; Venezuela (p. 414-415)</li> <li>• Lectura p. 416-418</li> <li>• Y por fin, ¿cómo andas? (p. 419, Self-assessment)</li> <li>• Vocabulary Summary (pp. 420-421) [listen and study]</li> </ul> |

**Week 11: EL MUNDO ACTUAL**

| Weekly Learning Objectives   | Assignments/Assessments/Application   | Learning Resources and Materials  |
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| <p>Relay information about animals, their habitat and the environment in both written and spoken formats.</p> <p>Comment on what is necessary, possible, probable, and improbable using regular and some irregular verbs in the present subjunctive.</p> | <p><b>SAM Assignments (15 points)</b><br/> <b>My Spanish Lab</b> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p><b>Discussion (20 points)</b><br/>           Your initial post is due before Thursday at 6pm.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Check for and review the discussion resources for Week 11 before beginning your assignment.</li> </ul> <p>1. In five sentences, explain which your favorite animal is and why. Make use of demonstrative adjectives and pronouns to avoid repetition in your sentences.</p> <p>Your response posts are due before Saturday at 6:00 p.m. Respond to at least two of your classmates' posts.</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Look at two of your classmates' favorite animals.</li> <li>2. Use two adverbs to describe what the animals are like in a sentence.</li> </ol> <p><b>Assessments (10 points)</b><br/> <b>Quiz 7</b></p> | <p><b>Reading, Tutorials, PowerPoints &amp; Interactive Materials</b></p> <p><b>Cap. 11: El mundo actual p. 422</b></p> <ul style="list-style-type: none"> <li>• Los animales (pp. 424-428)</li> <li>• El medio ambiente (pp. 428-431)</li> <li>• El Yunque: Tesoro tropical (listening) (p. 432)</li> <li>• Presente progresivo (p. 433- 436)</li> <li>• ¿Cómo andas? (p. 437), Self-assessment</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Chap 11 Present progressive</li> </ul> |

Week 12: EL MUNDO ACTUAL

| Weekly Learning Objectives  | Assignments/Assessments/Application   | Learning Resources and Materials  |
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| <p>Identify how politics are structured in the Hispanic world using related vocabulary in both written and spoken formats.</p> <p>Utilize a variety of prepositions in various contexts and grammatical situations.</p> <p>Differentiate between Cuban, Puerto Rican, and Dominican cultures.</p> | <p><b>SAM Assignments (15 points)</b><br/> <b>My Spanish Lab</b> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p><b>Discussion: (20 points)</b></p> <ul style="list-style-type: none"> <li>Use handout provided and look at your book on pg. 460</li> </ul> <p><b>Writing Assignment #5: (22 points)</b><br/>           Instructions:<br/>           1. Using the handout provided under weekly resources, create a list of main points to be used for a public radio announcement with regards to environmental protection.<br/>           2. In a written paragraph, write your announcement based on the organization of your list.</p> <p><b>Assessments (70 points)</b><br/> <b>EXAM 5</b><br/> <b>EXAM 5—Exam review PowerPoint</b><br/>           Instructions:<br/>           1. Review the Exam 5 PowerPoint provided by your instructor before taking your Exam.<br/>           2. Make sure your computer or equipment is working correctly. If not, schedule time in the resources lab to complete your exam.</p> | <p><b>Reading, Tutorials, PowerPoints &amp; Interactive Materials</b></p> <p><b>Cap. 11: El mundo actual</b></p> <ul style="list-style-type: none"> <li>La política (pp. 438-441)</li> <li>La política en el mundo hispano (Listening) (pp. 440)</li> <li>Subjuntivo p 442- 447</li> <li>Por y para (pp. 448-450)</li> <li>Las preposiciones y los pronombres preposicionales (pp. 451-455)</li> <li>El infinitivo después de preposiciones (p. 455-457)</li> <li>Un anuncio político (Listening) (p. 458)</li> <li>Conversemos p 459</li> <li>Escribe p 460</li> <li>¿Cómo andas? (p. 460), Self-assessment</li> <li>Cultura: Cuba, Puerto Rico &amp; República Dominicana (p. 461-463)</li> <li>Lectura p. 464-466</li> <li>Y por fin, ¿cómo andas? (p. 467), Self-assessment</li> <li>Vocabulary Summary (pp. 468-469) [listen and study]</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>Chap 11 Subjunctive video</li> </ul> |

**Week 13: Y por fin, ¡lo sé!**

| Weekly Learning Objectives  | Assignments/Assessments/Application   | Learning Resources and Materials  |
|---|---|---|
| <p>Interpret and apply the Spanish sound system in order to identify and use proper pronunciation when speaking.</p> <p>Utilize appropriate vocabulary and grammatical structures to communicate and comprehend:</p> <ul style="list-style-type: none"> <li>• Food related vocabulary</li> <li>• Clothing, materials and colors</li> <li>• Body parts, ailments and treatments</li> </ul> <p>Construct a moderate sentence and ask questions using the preterit tense, imperfect tense and reflexive construction of regular and irregular verbs.</p> <p>Apply language and vocabulary skills developed in class to derive meaning from authentic written material.</p> <p>Compare and contrast Hispanic cultures to own culture to gain a better understanding of the language, customs, attitudes and institutions of the Spanish-speaking world.</p> | <p><b>SAM Assignments (15 points)</b><br/> <b>My Spanish Lab</b> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p><b>Discussion: Oral response required (20 points)</b></p> <p>One- minute run<br/> Your initial post is due before Thursday at 6 p.m. Mountain Time.</p> <p><b>Assessments (10 points)</b><br/> <b>Quiz 8</b></p> | <p><b>Reading, Tutorials, PowerPoints &amp; Interactive Materials p. 470</b></p> <p><b>Repaso: Capítulos 7 (pp. 473- 475), Capítulo 8 (pp. 476-478), Capítulo 9 (pp. 479-480)</b></p> |

**Week 14: Y por fin, ¡lo sé!**

| Weekly Learning Objectives   | Assignments/Assessments/Application   | Learning Resources and Materials  |
|--|---|---|
| <p>Interpret and apply the Spanish sound system in order to identify and use proper pronunciation when speaking.</p> <p>Utilize appropriate vocabulary and grammatical structures to communicate and comprehend:</p> <ul style="list-style-type: none"> <li>• Modes of transportation</li> <li>• Travel and vacation related vocabulary</li> <li>• Animals and their habitats and environments</li> <li>• Political related vocabulary</li> </ul> <p>Construct a moderate sentence using the imperative and the present subjunctive of regular and some irregular verbs.</p> <p>Apply language and vocabulary skills developed in class to derive meaning from authentic written material.</p> <p>Compare and contrast Hispanic cultures to own culture to gain a better understanding of the language, customs, attitudes and institutions of the Spanish-speaking world.</p> | <p><b>SAM Assignments (15 points)</b><br/> <b>My Spanish Lab</b> due Sunday before 11:59 p.m. MST. My Spanish Lab assignments are graded.</p> <p><b>Discussion: Oral response required (20 points)</b></p> <p>One- minute run<br/> Your initial post is due before Thursday at 6 p.m. Mountain Time.</p> <p><b>Assessments (70 points)</b><br/> <b>EXAM 6</b><br/> <b>EXAM 6—Exam review PowerPoint</b><br/> Instructions:<br/> 1. Review the Exam 6 PowerPoint provided by your instructor before taking your Exam.<br/> 2. Make sure your computer or equipment is working correctly. If not, schedule time in the resources lab to complete your exam.</p> | <p><b>Reading, Tutorials, PowerPoints &amp; Interactive Materials</b></p> <p><b>Repaso: Capítulo 10 (pp. 481-484), Capítulos 11 (pp. 485-487), De todo un poco (pp. 448- 492)</b></p> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>• Goodbye video</li> </ul> |