

Syllabus
SPAN 1301: Spanish One for Non-Natives (CRN: 17694)

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Course Description

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

Course Overview

You may be admitted to Spanish 1301 only if you have taken the Spanish Placement Test and have placed directly into SPAN 1301, or if you have contacted the Undergraduate Spanish Advisor to remove the departmental approval requirement. The Department of Languages and Linguistics reserves the right to rectify errors in placement caused by a student's failure to observe these guidelines, including the option to drop a student enrolled in an inappropriate course.

Credit Hours: 3 Credit Hours

Prerequisite Courses: None

Prerequisite Skills and Knowledge:

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

Required Materials

Course Program

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

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

-  **En vivo:** online Spanish coaching sessions: 3 required 30 min sessions during the term
- A good Spanish-English dictionary
- You must have a computer headset (microphone and earphone set).

Course Learning Outcomes

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

Course objectives according to ACTFL:

A. **Listening:** At the end of Spanish 1301, the student will be able to understand sentence-length utterances consisting of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations.

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

C. **Reading:** Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically 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 satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situational adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

Methodology

This course is taught in Spanish. If you do not hear Spanish, you will not 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 will 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 will encounter in the class. Although mechanical practice is necessary, it should not 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 will find it easier to communicate in the target language. If you do not understand a particular grammar point, ask your instructor.

Speech errors

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

Course Technology

- SPAN 1301 requires the use of Contraseña. Links to course materials and electronic resources for each week of class are located on the Contraseña website (LingroHub)
- Also student needs UTEP Blackboard access

Technology Requirements/ Knowledge

This course is presented in the Blackboard learning management system.

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

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

- Broadband Internet connection, such as cable or DSL
- A modern computer (PC or Mac), no more than four years old, with the following minimum configuration:
 - Processor: Dual-core or better, at least 2 GHZ
 - RAM: 2 GB or better

- Operating System: Windows 7 or 8, or Mac OS X 10.3.9 or better
- Computer headset is recommended (microphone and earphone set).
- The hands-free option for your telephone will work in most cases.

Tech Support

The University of Texas at El Paso offers complete technical information and online help desk support at <http://at.utep.edu/techsupport/>.

Preparation for Computer Emergencies

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

Complete Loss of Contact: If you lose contact with me completely (i.e. you cannot contact me via Blackboard or email), please contact me at my telephone (915) 790-7049 and explain the reason you cannot contact me and leave me a way to contact you.

Lost/Corrupt/Disappeared files: You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of failure (e.g., Blackboard server crash or virus infection, students own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, I may/will request you to resubmit the files. In other words, if you submit a document to me, and I 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” about the timeline for submission.

Structure and sequence of Assessment and Learning activities

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

Each unit in Contraseña is organized the same way!



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

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

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

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

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

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



Contraseña: Proyecto

Preparar: Guided preparation for planning and organizing your proyecto.

Publicar: Instructions and tools to create your proyecto.

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

Reflexionar: Activities for reflection on your proyecto and what you've learned throughout the lesson.

- Because effective oral communication is one of the primary goals of the beginning Spanish sequence, and is often the primary goal of most beginning language students,

there will be the following speaking task in order to develop and increase your proficiency.

LinguaMeeting (3 sessions required): This class includes a live Spanish language learning component—LinguaMeeting “En Vivo” Language Sessions. **This activity is an integral and mandatory part of the class.** Students will sign up for (3) 30-minute individual or small group coaching sessions with a trained language coach from South America or Spain. Students will meet virtually using the LinguaMeeting website (<http://linguameeting.com/>). Students will need access to the web, a microphone, and a webcam.

These sessions are conversational in nature and are intended to be an opportunity to put into practice what students have been learning in *Contraseña*. They are not intended to be a “test” or tutorial of the grammatical aspects of class, but rather a time to practice students’ listening and speaking skills. The sessions are recorded and will be viewed by the instructor. Students should keep their notes from these sessions to be able to answer questions (in the Final exam) will be based on the knowledge they have gathered about their coach and his/her country during these sessions.

Social learning

In this course, all activities are designed to engage you with your classmates and with a language coach (from South America or Spain) in authentic-purposeful social interaction in which culture will be key. In all sections of *Contraseña*, you will be able to engage by creating projects to an e-portfolio site in which the whole class can participate all while experiencing, reflecting, analyzing and applying corresponding unit themes/activities in different contexts.

Module components

Each module contains:

1. Learning Goals for the Unit.
2. An Activity Plan, which lists the assignments you need to complete to master that Unit’s goal and complete the project. The Activity Plan will assign exercises in *Contraseña*. Each exercise is assigned points. The final grade for these exercises will be determined by adding all points received for each activity completed. Not all unit activities will be assigned—only those listed in Activity Plan will be included in the gradebook. You are encouraged to complete additional exercises for further practice and review, but they will not be counted toward this portion of the grade. *Contraseña* is designed to provide immediate feedback and exercises can be completed three times. Therefore, you can (and should) practice an activity before submitting it for credit. The due dates vary but activities closing time is at 11:59 pm MT, 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. Expect to spend three hours on preparation and learning assignments for every semester credit hour. Since this class is a three 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 Messages 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 1301online-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 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 be so carried away that you lose all perspective on the course itself.

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

Academic Dishonesty Statement

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

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

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Office of Student Conduct

and Conflict Resolution for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. You can find more information in the UTEP Handbook of Operating Procedures, under the heading "Alleged Student Scholastic Dishonesty," and in the Regents' Rules and Regulations.

Attendance Policy: policy on Tardiness and Missing Class Sessions

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

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

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

Late Policy

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

Library Information

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

Disability Statement

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

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

Method of Evaluation

Contraseña Activities	25%
Contraseña Proyectos (3)	45%
LinguaMeeting (3)	15 %
Final Exam (IPA)	15%

Grading scale: The following decimal scale applies to all graded components of the course:

Letter Grade	Percentage Earned
A	90.00% - 100%
B	80.00% - 89.99%
C	70.00% - 79.99%
D	65.00% - 69.99%
F	0.00% - 64.99%

Final Proyecto is due during Finals Week. See the course calendar for the date. It is not possible to make up or drop the final proyecto.

Scope and sequence of learning activities: Also see Insights: Calendar in Contraseña for assigned activities

Action Plan

	Unit	Learning Objectives, Resources, and Assignments	Assessments and Application
AUG 24	Getting Started	<ol style="list-style-type: none"> Create account, and login to Contraseña course Familiarize yourself with Unit organization and the online model Meet the cultural Collaborators Review Navigation and Tech Tips Read Syllabus and Due dates Learn how to Complete assignments and proyectos Schedule your 3 Linguaeeting sessions 	Submit the Getting Started Readiness Quizzes (7 total) <p style="text-align: center;">*Contact the course instructor* [Please send text first to arrange a phone call]</p> <p>DUE DATE: AUGUST 26 @11:59PM MT</p>
AUG 26	Unidad 1	<p>¿Quién soy yo? Understanding profiles from a social networking site, Talk about social media and use numbers 0-2,000,000, Explore and compare the use of social networks in the Spanish-speaking.</p> <p>ESTRATEGIA DE COMPRENSIÓN: LEER La identificación efectiva de cognados y de raíces de palabras</p> <p>Preparar</p> <p>Contraseña: Texto Los perfiles sociales de John Debow y María León</p>	<p>Estrategia Leer Aplicar 1-1 and 1-2</p> <p>Contraseña Texto Aplicar 1-1</p>

		<p>Preparar</p> <p>VOCAB</p> <p>I Los perfiles sociales</p> <p>II Los números de 0 hasta 2.000.000</p> <p>Preparar I</p> <p>Preparar II</p>	<p>Vocabulario Aplicar 1-1 to 1-11</p> <p>Vocabulario Comprobar 1-14</p>
AUG 28	Unidad 1	<p>GRAMÁTICA</p> <p>I Ser and estar: singular forms and uses</p> <p>Preparar I</p> <p>II .Gender agreement with nouns and adjectives</p> <p>Preparar II</p> <p>EXPLORACIÓN CULTURAL</p> <p>Las redes sociales en el mundo hispano</p> <p>Preparar</p> <p>ESTRATEGIA DE PRODUCCIÓN: ESCRIBIR</p> <p>Preparar Ortografía: Los sufijos en español</p> <p>Preparar Destreza: Usar cognados para escribir</p>	<p>Gramática I Aplicar 1-1 to 1-8</p> <p>Gramática I Comprobar 1-11</p> <p>Gramática II Aplicar 1-12 and 1-14</p> <p>Gramática II Comprobar 1-15</p> <p>Exploración Aplicar 1-1 to 1-3</p> <p>Ortografía Aplicar 1-1</p> <p>Destreza Aplicar 1-2</p> <p>Unidad 1 Proyecto Tu perfil de Lingrofolio</p> <p>Preparar</p> <p>Publicar</p> <p>Reflexionar</p> <p>DUE DATE FOR UNIT 1: AUGUST 30 @11:59 PM MT</p>
AUG 31	Unidad 2	<p>¿Quién eres tú?</p> <p>Understanding basic information about conversations in a university setting, participate in simple conversations and talk about courses and majors, explore and compare how degrees of formality are evolving across the Spanish-speaking world.</p> <p>ESTRATEGIA DE COMPRENSIÓN: Escuchar</p> <p>Cómo expresar falta de comprensión</p> <p>Preparar</p> <p>Contraseña: Texto</p> <p>Conversaciones en la universidad</p> <p>Preparar</p> <p>VOCAB</p> <p>I Saludos, despedidas y preguntas básicas</p> <p>II Los cursos y las especializaciones</p> <p>Preparar I</p> <p>Preparar II</p>	<p>Estrategia Escuchar Aplicar 2-1 and 2-2</p> <p>Contraseña Texto Aplicar 2-1 and 2-2</p> <p>Vocabulario Aplicar 2-1 to 2-8</p> <p>Vocabulario Comprobar 2-11</p>
SEP 1	Unidad 2	<p>GRAMÁTICA</p> <p>I Ser and estar: plural forms and uses</p> <p>Preparar I</p> <p>II Asking questions in Spanish</p> <p>Preparar II</p> <p>EXPLORACIÓN CULTURAL</p> <p>El tuteo en el mundo hispano</p> <p>Preparar</p> <p>ESTRATEGIA DE PRODUCCIÓN: Hablar</p> <p>Preparar Pronunciación: El acento léxico</p> <p>Preparar Destreza: Hacerse entender</p>	<p>Gramática I Aplicar 2-1 to 2-6</p> <p>Gramática I Comprobar 2-7</p> <p>Gramática II Aplicar 2-8 to 2-11</p> <p>Gramática II Comprobar 2-13</p> <p>Exploración Aplicar 2-1 to 2-3</p> <p>Pronunciación Aplicar 2-1</p> <p>Destreza Aplicar 2-2</p> <p>DUE DATE FOR UNIT 2 : SEPTEMBER 2 @11:59PM MT</p>

SEP 3	Unidad 3	<p>¿Qué tengo que hacer esta semana? Understanding a weekly calendar and an exchange between friends, Talk about daily and weekly activities, Explore and compare daily routines in the Spanish-speaking world and the United States.</p> <p>ESTRATEGIA DE COMPRENSIÓN: Leer El uso efectivo del diccionario Preparar</p> <p>Contraseña: Texto Los planes de Ana y David Preparar</p> <p>VOCAB I Los días, los meses y las estaciones II Las actividades diarias Preparar I Preparar II</p>	<p>Estrategia Leer Aplicar 3-1</p> <p>Contraseña Texto Aplicar 3-1 to 3-2</p> <p>Vocabulario Aplicar 3-1 to 3-13 Vocabulario Comprobar 3-15</p>
SEP 4	Unidad 3	<p>GRAMÁTICA I Telling time Preparar I II The present tense of verbs ir and tener Preparar II</p> <p>EXPLORACIÓN CULTURAL ¿Adiós siesta? Preparar</p> <p>ESTRATEGIA DE PRODUCCIÓN: Escribir Preparar Ortografía: La letra h Preparar Destreza: El uso del diccionario</p>	<p>Gramática I Aplicar 3-1 to 3-3 Gramática I Comprobar 3-5</p> <p>Gramática II Aplicar 3-6 to 3-10 Gramática II Comprobar 3-12</p> <p>Exploración Aplicar 3-1 to 3-3</p> <p>Ortografía Aplicar 3-1 Destreza Aplicar 3-2</p> <p>DUE DATE FOR UNIT 3: SEPTEMBER 6 @11:59PM MT LinguaMeeting # 1</p>
SEP 7	Unidad 4	<p>¿Cómo es mi universidad? Identify basic information related to university campuses, Talk about campus life, likes and dislikes, Explore and compare campus life in the Spanish-speaking world; incorporate non-verbal cues in your speaking.</p> <p>ESTRATEGIA DE COMPRENSIÓN: Escuchar Comunicación sin palabras: los gestos Preparar</p> <p>Contraseña: Texto Mi universidad: un selfi recorrido Preparar</p> <p>VOCAB I La vida en el campus II Me gusta y no me gusta Preparar I Preparar II</p>	<p>Estrategia Escuchar Aplicar 4-1 to 4-2</p> <p>Contraseña Texto Aplicar 4-1 to 4-2</p> <p>Vocabulario Aplicar 4-1 to 4-11 Vocabulario Comprobar 4-14</p>
SEP 11	Unidad 4	<p>GRAMÁTICA I The verb haber in contrast with ser and estar Preparar I II The present tense of -ar verbs Preparar II</p>	<p>Gramática I Aplicar 4-1 to 4-3 Gramática I Comprobar 4-5</p> <p>Gramática II Aplicar 4-6 to 4-12 Gramática II Comprobar 4-14</p>

		<p>EXPLORACIÓN CULTURAL La vida universitaria en países hispanos Preparar</p> <p>ESTRATEGIA DE PRODUCCIÓN: Hablar Preparar Pronunciación: Las vocales a, e, o Preparar Destreza: El uso de los gestos</p>	<p>Exploración Aplicar 4-1 to 4-3</p> <p>Pronunciación Aplicar 4-1 Destreza Aplicar 4-2</p> <p>DUE DATE FOR UNIT 4: SEPTEMBER 13 @11:59 PM MT</p>
SEP 14	Unidad 5	<p>¿A quién admiro? Identify basic information in an informal email and a formal letter, Talk about personality traits and describe what people think and do, Explore and compare what makes someone popular and worth admiring across the Spanish-speaking world.</p> <p>ESTRATEGIA DE COMPRENSIÓN: Leer Inferir y comprender lo esencial Preparar</p> <p>Contraseña: Texto Una nominación Preparar</p> <p>VOCAB I Las cualidades personales II ¿Qué hacen las personas admiradas? Preparar I Preparar II</p>	<p>Estrategia Leer Aplicar 5-1</p> <p>Contraseña Texto Aplicar 5-1 and 5-2</p> <p>Vocabulario Aplicar 5-1 to 5-10 Vocabulario Comprobar 5-13</p>
SEP 18	Unidad 5	<p>GRAMÁTICA I Present Tense of -er and -ir verbs Preparar I II Saber and conocer Preparar II</p> <p>EXPLORACIÓN CULTURAL Personas admiradas del mundo hispano Preparar</p> <p>ESTRATEGIA DE PRODUCCIÓN: Escribir Preparar Ortografía: Las letras 'x' y 'j' Preparar Destreza: Escribir mensajes formales e informales</p>	<p>Gramática I Aplicar 5-1 to 5-7 Gramática I Comprobar 5-9</p> <p>Gramática II Aplicar 5-10 to 5-12 Gramática II Comprobar 5-13</p> <p>Exploración Aplicar 5-1 to 5-3</p> <p>Ortografía Aplicar 5-1 Destreza Aplicar 5-2</p> <p>Unidad 5 Proyecto [Carta de nominación] Preparar Publicar Comentar Reflexionar</p> <p>DUE DATE FOR UNIT 5 PROYECTO AND ACTIVITIES: SEPTEMBER 20 @11:59 PM MT</p>
SEP 21	Unidad 6	<p>¿Quién es mi familia? Understand familiar words and basic facts in a family description, talk about family members and describe people's physical appearances, explore and compare how LGBT rights are evolving in the Spanish-speaking world.</p> <p>ESTRATEGIA DE COMPRENSIÓN: Escuchar Predecir e identificar palabras conocidas Preparar</p> <p>Contraseña: Texto</p>	<p>Estrategia Escuchar Aplicar 6-1</p> <p>Contraseña Texto Aplicar 6-1 and 6-2</p>

		<p>La familia de Teresa Preparar</p> <p>VOCAB <i>I La familia</i> <i>II Las características físicas</i> Preparar I Preparar II</p>	<p>Vocabulario Aplicar 6-1 to 6-10 Vocabulario Comprobar 6-12</p>
SEP 22	Unidad 6	<p>GRAMÁTICA I Possessive Adjectives Preparar I II Stem-Changing present tense verbs Preparar II</p> <p>EXPLORACIÓN CULTURAL El matrimonio igualitario en el mundo hispano Preparar</p> <p>ESTRATEGIA DE PRODUCCIÓN: Hablar Preparar Pronunciación: Las vocales i, u, y los diptongos Preparar Destreza: El uso de organizadores gráficos para planificar presentaciones</p>	<p>Gramática I Aplicar 6-1 to 6-4 Gramática I Comprobar 6-6</p> <p>Gramática II Aplicar 6-7 to 6-13 Gramática II Comprobar 6-15</p> <p>Exploración Aplicar 6-1 to 6-3</p> <p>Pronunciación Aplicar 6-1 to 6-2 Destreza Aplicar 6-3</p> <p>DUE DATE FOR UNIT 6: SEPTEMBER 23 @11:59 PM MT LinguaMeeting # 2</p>
SEP 24	Unidad 7	<p>¿Cómo mantener la buena salud? Identify basic information in an e-newsletter about campus sporting and fitness events, Talk about sports and pastimes, and describe emotions related to participating in sporting events. ESTRATEGIA DE COMPRENSIÓN: Leer Buscar información específica Preparar</p> <p>Contraseña: Texto La LASO juega Preparar</p> <p>VOCAB I Los deportes y las actividades II ¿Por qué participar en los deportes? Preparar I Preparar II</p>	<p>Estrategia Leer Aplicar 7-1 and 7-2</p> <p>Contraseña Texto Aplicar 7-1 and 7-2</p> <p>Vocabulario Aplicar 7-1 to 7-10 Vocabulario Comprobar 7-12</p>
SEP 25	Unidad 7	<p>GRAMÁTICA I Irregular verbs in the present tense Preparar I II Affirmative informal commands Preparar II</p> <p>EXPLORACIÓN CULTURAL Los deportes y el género en los países hispanos Preparar</p> <p>ESTRATEGIA DE PRODUCCIÓN: Escribir Preparar Ortografía: La puntuación en español Preparar Destreza: El uso efectivo de los traductores en línea</p>	<p>Gramática I Aplicar 7-1 to 7-5 Gramática I Comprobar 7-7</p> <p>Gramática II Aplicar 7-8 to 7-11 Gramática II Comprobar 7-13</p> <p>Exploración Aplicar 7-1 to 7-3</p> <p>Ortografía Aplicar 7-1 and 7-2 Destreza Aplicar 7-3 and 7-4</p> <p>DUE DATE FOR UNIT 7: SEPTEMBER 27 @ 11:59PM MT</p>

SEP 28	Unidad 8	<p>¿Qué comiste ayer? Understand a TV commercial about a meal kit delivery service, Talk about food, eating habits, and basic meal preparation, Explore and compare some typical comfort foods and what they mean in the Spanish-speaking world.</p> <p>ESTRATEGIA DE COMPRENSIÓN: Escuchar Predecir información Preparar</p> <p>Contraseña: Texto Un servicio de comida a domicilio Preparar</p> <p>VOCAB I Los alimentos II Las comidas Preparar I Preparar II</p>	<p>Estrategia Escuchar Aplicar 8-1</p> <p>Contraseña Texto Aplicar 8-1 and 8-2</p> <p>Vocabulario Aplicar 8-1 to 8-9 Vocabulario Comprobar 8-13</p>
OCT 2	Unidad 8	<p>GRAMÁTICA I Gustar and Similar verbs Preparar I II Preterite of regular verbs Preparar II</p> <p>EXPLORACIÓN CULTURAL Comidas típicas que reconfortan Preparar</p> <p>ESTRATEGIA DE PRODUCCIÓN: Hablar Preparar Pronunciación: Las letras b, d, g y v Preparar Destreza: Las muletillas</p>	<p>Gramática I Aplicar 8-1 to 8-8 Gramática I Comprobar 8-10</p> <p>Gramática II Aplicar 8-11 to 8-15 Gramática II Comprobar 8-18</p> <p>Exploración Aplicar 8-1 to 8-3</p> <p>Pronunciación Aplicar 8-1 Destreza Aplicar 8-2</p> <p>Unidad 8 Proyecto [#AyerComí video] Preparar Publicar Comentar Reflexionar</p> <p>DUE DATE FOR UNIT 8 PROYECTO AND ACTIVITIES : OCTOBER 4 @ 11:59 PM MT</p>
OCT 5	Unidad 9	<p>¿Cómo te cuidas? Understand basic information in healthcare infographics about physical and mental health, Talk about health and illnesses, Explore and compare what makes people feel happy and enjoy well-being in the Spanish-speaking world.</p> <p>ESTRATEGIA DE COMPRENSIÓN: Leer Echar un vistazo Preparar</p> <p>Contraseña: Texto Infografías sobre la salud y el bienestar Preparar</p> <p>VOCAB I Las partes del cuerpo II La salud y las enfermedades Preparar I Preparar II</p>	<p>Estrategia Leer Aplicar 9-1 and 9-2</p> <p>Contraseña Texto Aplicar 9-1 and 9-2</p> <p>Vocabulario Aplicar 9-1 to 9-10 Vocabulario Comprobar 9-13</p>

OCT 7	Unidad 9	<p>GRAMÁTICA I Reflexive verbs Preparar I</p> <p>II Formal Commands Preparar II</p> <p>EXPLORACIÓN CULTURAL El bienestar en los países del mundo hispano Preparar</p> <p>ESTRATEGIA DE PRODUCCIÓN: Escribir Preparar Ortografía: Las tildes Preparar Destreza: El uso efectivo de las imágenes para mejorar las presentaciones</p>	<p>Gramática I Aplicar 9-1 to 9-10 Gramática I Comprobar 9-11</p> <p>Gramática II Aplicar 9-12 to 9-20 Gramática II Comprobar 9-22</p> <p>Exploración Aplicar 9-1 to 9-3</p> <p>Ortografía Aplicar 9-1 Destreza Aplicar 9-2 and 9-3</p> <p>Unidad 9 Proyecto [Infografía de la salud mental] Preparar Publicar Comentar Reflexionar</p> <p>DUE DATE FOR UNIT 9 PROYECTO AND ACTIVITIES : OCTOBER 9 @ 11:59 AM MT LinguaMeeting # 3</p>
OCT 9	Final	Final Exam	<p>FINAL EXAM WILL CLOSE ON SUNDAY OCTOBER 11 @1159PM MT</p>