Syllabus
SPAN 1301: Spanish One for Non-Natives (CRN: 27157)

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Office hours: Virtual [Friday 8am-11am], F2F Tuesday 1030am-1130am & by appointment
Term: Spring 2020

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

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

Credit Hours: 3 Credit Hours
Prerequisite Courses: None
Prerequisite Skills and Knowledge:
- Completion of the Spanish Placement Test with direct placement into SPAN 1301
- Documented removal of the departmental approval requirement

Required Materials
Course Program

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

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

- **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.

<table>
<thead>
<tr>
<th>INDEPENDENT PREPARATION</th>
<th>COMMUNICATIVE PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCCIÓN: TEMA Y META FINAL</strong>: Unit opening section that previews the unit’s topics, language outcomes and final task (a proyecto).</td>
<td></td>
</tr>
<tr>
<td><strong>ESTRATEGIA DE COMPRENSIÓN: LEER/ESCuchar</strong>: Presentation and practice of specific reading or listening strategies in preparation for subsequent section.</td>
<td></td>
</tr>
<tr>
<td>- Units alternate between reading and listening.</td>
<td></td>
</tr>
<tr>
<td>- Reading units culminate in a writing task; listening units culminate in a speaking task.</td>
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<tr>
<td><strong>CONTRASEÑA: TEXTO</strong>: Provides the text (written or audio/video) that forms the essence of the unit, previews vocabulary and grammar in context, and serves as the model for the writing or speaking unit-culminating task (the Contraseña: Proyecto).</td>
<td></td>
</tr>
<tr>
<td>- Units alternate between reading and listening (audio or video) content.</td>
<td></td>
</tr>
<tr>
<td>- At the beginning, texts are carefully structured for students at initial stages of acquisition and then progress in complexity so that, by the final units of the program, students engage in authentic materials.</td>
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<tr>
<td><strong>VOCABULARIO</strong>: Media-rich presentations of the vocabulary used in Contraseña: Texto content with practice in meaningful contexts. Organized into a Preparar, Aplicar and Comprobar carefully sequenced path.</td>
<td></td>
</tr>
<tr>
<td><strong>GRAMÁTICA</strong>: Media-rich presentations of grammar structures used in the Contraseña: Texto content with practice in meaningful contexts. Organized into a Preparar, Aplicar and Comprobar carefully sequenced path.</td>
<td></td>
</tr>
<tr>
<td><strong>EXPLORACIÓN CULTURAL</strong>: Cultural readings related to the themes of the unit along with information from cultural correspondents from various Spanish-speaking countries that personalize each theme. Web research strategies guide students to explore the Hispanic world through structured Internet-based research.</td>
<td></td>
</tr>
<tr>
<td><strong>ESTRATEGIA DE PRODUCCIÓN: HABLAR/ESCRIBIR</strong>: Presentation and practice of specific writing or speaking strategies in preparation for subsequent section.</td>
<td></td>
</tr>
<tr>
<td>- Units alternate between writing and speaking strategies.</td>
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</tr>
<tr>
<td>- Strategy presentations cover both discrete and discourse levels. Writing units include spelling and process-writing strategies. Speaking units include pronunciation and speaking strategies.</td>
<td></td>
</tr>
<tr>
<td><strong>CONTRASEÑA: PROYECTO</strong>: Features the unit-final task → PROYECTO. The unit opening Contraseña: Texto (written/audio/video) serves as a model. Students post their projects to an ePortfolio site and comment on each other’s work. Units alternate between writing and speaking projects.</td>
<td></td>
</tr>
</tbody>
</table>

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

**Estrategia de comprensión: Leer/Escuchar**

**Preparar**

**Aplicar**: Auto-scored and/or instructor-graded activities that allow you to practice what you’ve learned.
Contraseña: Texto
Preparar
Aplicar: Auto-scored and/or instructor-graded activities that allow you to practice what you’ve learned.

Vocabulario 1 y 2
Preparar
Aplicar: Auto-scored activities that allow you to practice what you’ve learned.
Comprobar: Self-test to see if you are ready to practice with your classmates.

Gramática I y II
Preparar
Aplicar: Auto-scored activities that allow you to practice what you’ve learned.
Comprobar: Self-test to see if you are ready to practice with your classmates.

Exploración cultural
Preparar
Aplicar: Auto-scored activities that allow you to practice what you’ve learned.

Estrategia de producción: Hablar/Escribir
Preparar
Aplicar (Pronunciación/Ortografía): Auto-scored and/or instructor-graded activities that allow you to practice what you’ve learned.
Aplicar (Destreza): Auto-scored and/or instructor-graded activities that allow you to practice what you’ve learned.

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.

**En Vivo** (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 Contrasenña. 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 Contrasenña, 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 Contrasenña. 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. Contrasenña 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 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. 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 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 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
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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contraseña Activities</td>
<td>20%</td>
</tr>
<tr>
<td>Contraseña Proyectos (3)</td>
<td>45%</td>
</tr>
<tr>
<td>LinguaMeeting (3)</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam (IPA)</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Learning Objectives, Resources, and Assignments</th>
<th>Assessments and Application</th>
</tr>
</thead>
</table>
| JAN 21 | Unidad Preliminar | 1. Create account, and login to Contraseña course  
2. Familiarize yourself with Unit organization and the online model  
3. Meet the cultural Collaborators  
4. Review Navigation and Tech Tips  
5. Read Syllabus and Due dates  
6. Learn how to Complete assignments and proyectos | Submit Unidad Preliminar Readiness Quiz  
*Contact the course instructor*  
[Please send text first to arrange a phone call] | DUE DATE: JANUARY 23 @11:59PM MT |
| JAN 23 | Unidad 1       | ¿Quién soy yo? Understanding profiles from a social networking site, Talk about social media and use numbers 0-2,000,000, Explore and compare the use of social networks in the Spanish-speaking.  
ESTRATEGIA DE COMPRENSIÓN: LEER  
La identificación efectiva de cognados y de raíces de palabras  
Preparar  
Contraseña: Texto  
Los perfiles sociales de John Debow y María León  
Preparar  
VOCAZ  
I Los perfiles sociales  
II Los números de 0 hasta 2.000.000  
Preparar | |  
Estrategia Leer Aplicar 1-1 and 1-2  
Contraseña Texto Aplicar 1-1  
Vocabulario Aplicar 1-3 to 1-11  
Vocabulario Comprobar 1-14 |
<table>
<thead>
<tr>
<th>Fecha</th>
<th>Unidad</th>
<th>Tema</th>
<th>Contenido</th>
<th>DUE DATE FOR UNIT 1: JANUARY 26 @11:59 PM MT</th>
</tr>
</thead>
</table>
| JAN 24 | Unidad 1 | GRAMÁTICA | I. Ser and estar: singular forms and uses  
  Preparar I  
  II. Gender agreement with nouns and adjectives  
  Preparar II  
  EXPLORACIÓN CULTURAL  
  Las redes sociales en el mundo hispano  
  Preparar  
  ESTRATEGIA DE PRODUCCIÓN: ESCRIBIR  
  Preparar Ortografía: Los sufijos en español  
  Preparar Destreza: Usar cognados para escribir | Gramática I Aplicar 1-7 and 1-8  
  Gramática I Comprobar 1-11  
  Gramática II Aplicar 1-12 and 1-14  
  Gramática II Comprobar 1-15  
  Exploración Aplicar 1-1 to 1-3  
  Ortografía Aplicar 1-1  
  Unidad 1 Proyecto Tu perfil de Lingrofolio  
  Preparar  
  Publicar  
  Reflexionar |
| JAN 27 | Unidad 2 | ¿Quién eres tú? | Understanding basic information about conversations in a university setting, participate in simple conversations and talk about courses and majors, explore and compare how degrees of formality are evolving across the Spanish-speaking world.  
  ESTRATEGIA DE COMPRENSIÓN: Escuchar  
  Cómo expresar falta de comprensión  
  Preparar  
  Contraseña: Texto  
  Conversaciones en la universidad  
  Preparar  
  VOCAB  
  I. Saludos, despedidas y preguntas básicas  
  II. Los cursos y las especializaciones  
  Preparar I  
  Preparar II | Estrategia Escuchar Aplicar 2-1 and 2-2  
  Contraseña Texto Aplicar 2-1  
  Vocabulario Aplicar 2-1 to 2-8  
  Vocabulario Comprobar 2-11 |
| JAN 28 | Unidad 2 | GRAMÁTICA | I. Ser and estar: plural forms and uses  
  Preparar I  
  II. Asking questions in Spanish  
  Preparar II  
  EXPLORACIÓN CULTURAL  
  El tuteo en el mundo hispano  
  Preparar  
  ESTRATEGIA DE PRODUCCIÓN: Hablar  
  Preparar Pronunciación: El acento léxico  
  Preparar Destreza: Hacerse entender | Gramática I Aplicar 2-1 and 2-6  
  Gramática I Comprobar 2-7  
  Gramática II Aplicar 2-8 and 2-11  
  Gramática II Comprobar 2-13  
  Exploración Aplicar 2-1 to 2-3  
  Pronunciación Aplicar 2-1  
  Destreza Aplicar 2-2 |
| JAN 30 | Unidad 3 | ¿Qué tengo que hacer esta semana? | Understanding a weekly calendar and an exchange between friends, Talk about daily and weekly activities, Explore and compare daily routines in the Spanish-speaking world and the United States.  
  ESTRATEGIA DE COMPRENSIÓN: Leer  
  El uso efectivo del diccionario  
  Preparar |
<table>
<thead>
<tr>
<th>Fecha</th>
<th>Unidad</th>
<th>Temas del día</th>
<th>Actividades</th>
<th>Vocabulario</th>
<th>Gramática</th>
<th>DUE DATE FOR UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JAN 31</strong></td>
<td><strong>Unidad 3</strong></td>
<td><strong>GRAMÁTICA</strong>&lt;br&gt;I Telling time&lt;br&gt;Preparar I&lt;br&gt;II The present tense of verbs <em>ir</em> and <em>tener</em>&lt;br&gt;Preparar II</td>
<td><strong>EXPLORACIÓN CULTURAL</strong> ¿Adiós siesta?&lt;br&gt;Preparar</td>
<td><strong>Vocabulario</strong>&lt;br&gt;I Los días, los meses y las estaciones&lt;br&gt;II Las actividades diarias</td>
<td><strong>Gramática</strong>&lt;br&gt;I Aplicar 3-1 and 3-3&lt;br&gt;Gramática I Comprobar 3-5</td>
<td><strong>FEBRUARY 2 @11:59PM MT</strong>&lt;br&gt;LinguaMeeting # 1</td>
</tr>
<tr>
<td><strong>FEB 3</strong></td>
<td><strong>Unidad 4</strong></td>
<td><strong>¿Cómo es mi universidad?</strong>&lt;br&gt;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.</td>
<td><strong>ESPECIALIZACIÓN DE COMPRENSIÓN: Escuchar</strong>&lt;br&gt;Comunicación sin palabras: los gestos&lt;br&gt;Preparar</td>
<td><strong>Vocabulario</strong>&lt;br&gt;I La vida en el campus&lt;br&gt;II Me gusta y no me gusta&lt;br&gt;Preparar I&lt;br&gt;Preparar II</td>
<td><strong>Estrategia Escuchar</strong>&lt;br&gt;Aplicar 4-1 and 4-2</td>
<td><strong>FEBRUARY 9 @11:59 PM MT</strong></td>
</tr>
<tr>
<td><strong>FEB 7</strong></td>
<td><strong>Unidad 4</strong></td>
<td><strong>GRAMÁTICA</strong>&lt;br&gt;I The verb <em>haber</em> in contrast with <em>ser</em> and <em>estar</em>&lt;br&gt;Preparar I&lt;br&gt;II The present tense of -ar verbs&lt;br&gt;Preparar II</td>
<td><strong>EXPLORACIÓN CULTURAL</strong>&lt;br&gt;La vida universitaria en países hispanos&lt;br&gt;Preparar</td>
<td><strong>Exploración</strong>&lt;br&gt;Aplicar 4-1 to 4-3&lt;br&gt;Pronunciación Aplicar 4-1</td>
<td><strong>Gramática</strong>&lt;br&gt;I Aplicar 4-1 and 4-3&lt;br&gt;Gramática I Comprobar 4-5</td>
<td><strong>FEBRUARY 9 @11:59PM MT</strong></td>
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| FEB 10 | Unidad 5 | ¿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.  
**ESTRATEGIA DE COMPRENSIÓN:** Leer  
Inferir y comprender lo esencial  
Preparar  
**Contraseña:** Texto  
Una nominación  
Preparar  
**VOCAB**  
I Las cualidades personales  
II ¿Qué hacen las personas admiradas?  
Preparar I  
Preparar II | Estrategia Leer Aplicar 5-1  
Contraseña Texto Aplicar 5-1 and 5-2  
Vocabulario Aplicar 5-1 to 5-10  
Vocabulario Comprobar 5-13 |
| FEB 14 | Unidad 5 | **GRAMÁTICA**  
I Present Tense of -er and -ir verbs  
Preparar I  
II Saber and conocer  
Preparar II  
**EXPLORACIÓN CULTURAL**  
Personas admiradas del mundo hispano  
Preparar  
**ESTRATEGIA DE PRODUCCIÓN:** Escribir  
Preparar  
Ortografía: Las letras ‘x’ y ‘j’  
Preparar  
Destreza: Escribir mensajes formales e informales | Gramática I Aplicar 5-1 and 5-7  
Gramática I Comprobar 5-9  
Gramática II Aplicar 5-10 and 5-12  
Gramática II Comprobar 5-13  
Exploración Aplicar 5-1 to 5-3  
Ortografía Aplicar 5-1  
Destreza Aplicar 5-2  
**Unidad 5 Proyecto**  
Preparar  
Publicar  
Comentar  
Reflexionar  
**DUE DATE FOR UNIT 5 PROYECTO AND ACTIVITIES:**  
FEBRUARY 16 @11:59 PM MT |
| FEB 17 | Unidad 6 | ¿Quién es mi familia?  
Understand familiar words and basic facts in a family description, talk about family members and describe people’s physical appearances, explore and compare how LGBT rights are evolving in the Spanish-speaking world.  
**ESTRATEGIA DE COMPRENSIÓN:** Escuchar  
Predecir e identificar palabras conocidas  
Preparar  
**Contraseña:** Texto  
La familia de Teresa  
Preparar  
**VOCAB**  
I La familia  
II Las características físicas  
Preparar I  
Preparar II | Estrategia Escuchar Aplicar 6-1  
Contraseña Texto Aplicar 6-1 and 6-2  
Vocabulario Aplicar 6-1 to 6-10  
Vocabulario Comprobar 6-12 |
<table>
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<tr>
<th>Date</th>
<th>Unidad</th>
<th>GRAMÁTICA</th>
<th>Exploración Cultural</th>
<th>Estrategia de Producción</th>
<th>Ejercicio Aplicar</th>
<th>Ejercicio Comprobar</th>
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<tr>
<td>FEB 18</td>
<td>Unidad 6</td>
<td>I Possessive Adjectives Preparar I II Stem-Changing present tense verbs Preparar II</td>
<td>El matrimonio igualitario en el mundo hispano Preparar</td>
<td>ESTRATEGIA DE PRODUCCIÓN: Hablar Preparar Pronunciación: Las vocales i, u, y los diptongos Preparar Destreza: El uso de organizadores gráficos para planificar presentaciones</td>
<td>Gramática I Aplicar 6-1 and 6-4 Gramática I Comprobar 6-6</td>
<td>Gramática II Aplicar 6-7 and 6-13 Gramática II Comprobar 6-15</td>
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<td>FEB 20</td>
<td>Unidad 7</td>
<td>¿Cómo mantener la buena salud? Identify basic information in an e-newsletter about campus sporting and fitness events, Talk about sports and pastimes, and describe emotions related to participating in sporting events. ESTRATEGIA DE COMPRENSIÓN: Leer Buscar información específica Contraseña: Texto La LASO juega Preparar</td>
<td>Los deportes y el género en los países hispanos Preparar</td>
<td>ESTRATEGIA DE PRODUCCIÓN: Escribir Preparar Ortografía: La puntuación en español Preparar Destreza: El uso efectivo de los traductores en línea</td>
<td>Estrategia Leer Aplicar 7-1 and 7-2</td>
<td>Contraseña Texto Aplicar 7-1 and 7-2</td>
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<td>FEB 21</td>
<td>Unidad 7</td>
<td>I Irregular verbs in the present tense Preparar I II Affirmative informal commands Preparar II</td>
<td>Los deportes y el género en los países hispanos Preparar</td>
<td>ESTRATEGIA DE PRODUCCIÓN: Escribir Preparar Ortografía: La puntuación en español Preparar Destreza: El uso efectivo de los traductores en línea</td>
<td>Gramática I Aplicar 7-1 and 7-5 Gramática I Comprobar 7-12</td>
<td>Gramática II Aplicar 7-8 and 7-11 Gramática II Comprobar 7-13</td>
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<td>FEB 24</td>
<td>Unidad 8</td>
<td>¿Qué comiste ayer? Understand a TV commercial about a meal kit delivery service, Talk about food, eating habits, and basic meal preparation, Explore and compare some typical comfort foods and what they mean in the Spanish-speaking world.</td>
<td>DUE DATE FOR UNIT 7: FEBRUARY 23 @ 11:59PM MT</td>
<td>Estrategia Escuchar Aplicar 8-1</td>
<td>Gramática II Comprobar 7-13</td>
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<td><strong>FEB 28</strong></td>
<td><strong>Unidad 8</strong></td>
<td><strong>Gramática</strong>&lt;br&gt;I Gustar and Similar verbs&lt;br&gt;II Preterite of regular verbs</td>
<td><strong>Aplicar</strong> 8-1 and 8-8&lt;br&gt;<strong>Comprobar</strong> 8-10</td>
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<td><strong>Exploración Cultural</strong>&lt;br&gt;Comidas típicas que reconfortan</td>
<td><strong>Aplicar</strong> 8-1 to 8-3</td>
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<td><strong>Estrategia de Producción:</strong> Hablar</td>
<td><strong>Aplicar</strong> 8-1&lt;br&gt;<strong>Destreza</strong> 8-3</td>
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<td><strong>Unidad 8 Proyecto</strong>&lt;br&gt;Preparar&lt;br&gt;Publicar&lt;br&gt;Comentar&lt;br&gt;Reflexionar</td>
<td><strong>DUE DATE FOR UNIT 8 PROYECTO AND ACTIVITIES:</strong> MARCH 1 @ 11:59 PM MT</td>
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<td><strong>MAR 2</strong></td>
<td><strong>Unidad 9</strong></td>
<td><strong>¿Cómo te cuidas?</strong>&lt;br&gt;Understand basic information in healthcare infographics about physical and mental health, Talk about health and illnesses, Explore and compare what makes people feel happy and enjoy well-being in the Spanish-speaking world.</td>
<td><strong>Aplicar</strong> 9-1 and 9-2&lt;br&gt;<strong>Comprobar</strong> 9-11</td>
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<td><strong>Estrategia de Comprensión:</strong> Leer&lt;br&gt;Echar un vistazo</td>
<td><strong>Aplicar</strong> 9-1 and 9-2</td>
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<td><strong>Contraaseña: Texto</strong>&lt;br&gt;Infografías sobre la salud y el bienestar</td>
<td><strong>Aplicar</strong> 9-1 to 9-10&lt;br&gt;<strong>Comprobar</strong> 9-11</td>
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<td><strong>Vocabulario</strong>&lt;br&gt;I Las partes del cuerpo&lt;br&gt;II La salud y las enfermedades</td>
<td><strong>Aplicar</strong> 9-1 to 9-10&lt;br&gt;<strong>Comprobar</strong> 9-11</td>
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<td><strong>MAR 4</strong></td>
<td><strong>Unidad 9</strong></td>
<td><strong>Gramática</strong>&lt;br&gt;I Reflexive verbs&lt;br&gt;II Formal Commands</td>
<td><strong>Aplicar</strong> 9-1 and 9-10&lt;br&gt;<strong>Comprobar</strong> 9-11</td>
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<td><strong>Exploración Cultural</strong>&lt;br&gt;El bienestar en los países del mundo hispano</td>
<td><strong>Aplicar</strong> 9-1 to 9-3&lt;br&gt;<strong>Ortografía</strong> 9-1</td>
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<td>ESTRATEGIA DE PRODUCCIÓN: Escribir</td>
<td>Destreza Aplicar 9-2 and 9-3</td>
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| MAR 6 | Final  | IPA Final Exam | FINAL EXAM WILL CLOSE ON SUNDAY MARCH 8 @1159PM MT |