

UNIVERSITY OF NORTH TEXAS
DEPARTMENT OF WORLD LANGUAGES, LITERATURES,
AND CULTURES
SPAN 1010 MWF ~ SPRING 2016

REQUIRED MATERIALS

Blitt and Casas. *Exploraciones* custom 2nd edition with iLrn printed access card.
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COURSE OBJECTIVES TOWARD 21ST CENTURY SKILLS

A number of national organizations came together to identify the skills that are needed for us to live and work in a global environment. Listed below are some of those skills and how your coursework will help you develop them (information on skills is drawn from the American Council on the Teaching of Foreign Languages [ACTFL] World Languages 21st Century Skills Map).

- **Communication**

The main skill that you will learn in this course is communication. You will learn how to communicate in Spanish in three ways, or modes: the interpersonal mode is a two-way communication with another person; this is a conversation that takes place by speaking or in writing. The interpretive mode focuses on the ability to understand one-way communication, for example, understanding a written article, a video, or a speech. The presentational mode involves the skill of presenting information in different ways, such as in a live oral presentation, a video, or written report.

- **Collaboration and Social Skills**

Collaboration is an important skill in most careers. It involves communicating your ideas effectively, working with diverse team members, and assuming responsibility for your part of the work. You will be collaborating with classmates to complete activities during class and also online.

- **Critical Thinking**

Critical thinking skills are essential in nearly every career choice. You are using critical thinking skills when you analyze, synthesize, and evaluate information that you have observed or gathered. You'll use your critical thinking skills in a number of ways in this course. For example, when you begin studying a new grammar point in the section called **A analizar**, you will use the skill of inductive reasoning. First you'll study examples of how the structure is used; then, you'll figure out how the structure is used.

- **Creativity**

Many careers require you to be creative or to develop innovations. In this class, you will have the chance to showcase your inventiveness and your imagination when you prepare and upload original short videos and similar materials to the *Share it!* section online.

- **Information Literacy**

One aspect of information literacy is the ability to access and use culturally authentic sources of information. You'll be doing this when you research information for short reports in the **Conexiones culturales** activities.

- **Technology Literacy**

Technology literacy includes the ability to use different digital tools to access information and to communicate with others. You will be using a variety of digital tools in this course, including Google Earth.

- **Initiative and Self Direction; Productivity and Accountability**

A key to success in nearly every career is the ability to prioritize and complete tasks even when there is no direct oversight. This includes being able to manage your time and monitor your progress. These skills call on you to take responsibility for your learning. To help you do that, the assignments you will need to complete in preparation for each class are clearly listed in the syllabus and online.

THE FLIPPED CLASSROOM

This class is organized in what is often called a flipped classroom. In the traditional classroom, instructors explain and present new material, and students follow up with practice at home. In the flipped classroom, students first interact with new material online, and then extend their language learning in class the next day. The flipped classroom benefits the student in many ways: at home, you can interact with the new material by listening to Spanish, repeating the words aloud, looking at photos and drawings, watching videos, reading and analyzing examples, and typing responses to questions. In class, we won't have to spend a lot of time repeating words or studying grammar points. Instead, you'll be putting your Spanish to use, to apply what you've learned and to create with it. This class will be conducted mostly in Spanish.

ASSESSMENT

Evaluation Procedure	Weight
Participation	20%
Online Activities	20%
Chapter Exams (4)	30%
Integrated Performance Assessment	10%
Final Exam	20%

PARTICIPATION

To achieve the highest possible personal level of proficiency in Spanish and to be successful in this course, it is necessary to come to each class focused on that goal. Students who perform the five basic tasks listed in the rubric below will be well on their way to being successful in communicating in Spanish. Additionally, students will see these efforts recognized and rewarded; class participation is a substantial portion of the course grade. Please note students must perform **all** five tasks listed in the rubric below to receive participation points each day. Students not meeting or exceeding expectations for all five tasks listed in the rubric below will

receive a zero (verbal/written warnings and reduced points may also be assigned according to the policy of the instructor).

All boxes must be checked in the “Exceeds/Meets Expectations” category in the rubric to receive participation points.

Classroom Tasks	Exceeds / Meets Expectations	Does Not Meet Expectations
1. Speaks in Spanish as directed the entire class period.		
2. Works well with a partner/classmates (e.g. is an active listener, is respectful, helpful, and supportive of classmates, etc.)		
3. Stays on task during class.		
4. Comes prepared to class (e.g. completed assigned homework, brings required materials, etc.)		
5. Arrives on time to class.		

ONLINE ACTIVITIES

You will complete activities online using iLrn at <http://hlc.quia.com>. This portion of the course consists of projects, activities, and assessments offering practice of all vocabulary, grammar, and cultural topics introduced. Due dates are listed on the assignment calendar, and late submissions will not be accepted except in the case of excused absence. **All online activities must be completed ONE HOUR PRIOR to class time the day on which they are assigned in the syllabus.** In case of any technical difficulties, students should contact Heinle Learning Center technical support at <http://hlc.quia.com/support>.

CHAPTER EXAMS

At the end of each chapter you will take an exam to demonstrate your mastery of the material covered for that chapter. Each exam begins with a listening comprehension section. Students arriving late will not have the opportunity to make up the listening section. No make-up work will be allowed for chapter exams in the case of unexcused absence (see attendance policy).

FINAL EXAM

The final exam for this class is comprehensive. Check the UNT Final Exam Schedule at <http://registrar.unt.edu/exams/final-exam-schedule/spring> for the day and time of your final exam. All students must take the final exam at the day and time listed for their class in the schedule.

INTEGRATED PERFORMANCE ASSESSMENT

An Integrated Performance Assessment (IPA) is a tool used to evaluate a learner’s level of language through real-life tasks. As developed by the American Council on the Teaching of Foreign Languages, an IPA consists of three tasks that correspond to the three modes of communication:

1. **Interpretive:** First, students individually read and demonstrate their understanding of a short authentic written text (a webpage, an article, etc.) or an unscripted video related to the course material. The students use English to demonstrate their understanding.

2. **Interpersonal:** Then, in pairs, students speak or write in Spanish about a topic related to the written text or video that they have already worked with.

3. **Presentational:** Finally, students individually make brief presentations in Spanish related to the topic that they have discussed. The presentations may take many forms: a written message, an article, a poster, a short video, a speech, etc.

Each task is evaluated separately with a rubric that is correlated to the ACTFL proficiency guidelines. Unlike chapter exams, which focus on measuring a student's mastery of the specific content of a particular chapter, IPAs evaluate the proficiency level of the student (Novice-mid, Novice-high, Intermediate-low, etc.)

Beginning in chapter 2, you will complete one IPA as homework and during class time to familiarize yourself with the format. You will receive credit for this IPA as part of your homework and class participation grade. In chapter 3 you will begin a second IPA, which will count for 10% of your grade for the class.

EXTRA CREDIT

You will have four opportunities to earn extra credit this semester. Periodically, teaching assistants will prepare an audio file with feedback and corrections for your online writing assignments, and you will receive directions from your instructor on how to access the audio file and use the corrections to complete a final draft of your writing. Each extra credit assignment completed according to the instructions will raise your final grade for the class by .5%, for a maximum of 2%. These are the only extra credit assignments that will be offered, so take advantage of the opportunity to improve your writing and your grade.

COURSE POLICIES

Disability accommodation statement:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

Student behavior in the classroom:

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

Attendance:

No make-up work will be allowed for unexcused absences. Only those individuals whose absences are authorized by the instructor will be eligible to make up any assessment or assignment missed. Excused absences include the following: illness with a written excuse from a medical professional, death in the family, religious holidays, military training, transportation incidents, and university-sponsored activities. Documentation must be provided (physician's statement, obituary, accident report, etc.) the first day upon returning to class in order for the absence to be excused. All documentation is subject to verification. Absences in observance of religious holidays are authorized only if students have notified the instructor in writing within the first 15 days of the semester. For absences due to military training students must present their paperwork to the instructor prior to absence. For absences due to transportation incidents students must provide documentation of an occurrence preventing class attendance, and should contact the instructor as soon as possible. If it is not possible to document a transportation incident (such as being in a traffic jam due to an accident on the freeway), students should contact the instructor as soon as possible following the incident, and absences will be excused on a case-by-case basis. For absences due to university-sponsored activities students must obtain authorized absence cards from the Dean of Students and present them to the instructor in order for absences to be excused. **Students with 12 unexcused absences will be administratively dropped from the class by the instructor.**

Food and beverages in the classroom:

Food is not allowed in the classroom. Students are allowed to consume appropriate beverages during class periods only if their instructor gives his or her approval for doing so.

Outside help/academic integrity:

All assignments should be the student's work only, and should reflect the student's level of proficiency. The use of translation technology (any digital translation tool or app) is prohibited for all assignments and assessments, and will be considered academic misconduct. Information "cut and pasted" or otherwise copied from other sources and used as answers in assignments and assessments will be considered plagiarism. Cheating, plagiarism, and other examples of academic misconduct will result in a zero on the assignment or assessment in question, and may be reported to the Dean of Students.

Use of electronic devices:

Cell phones must be off and put away at all times during class meetings unless otherwise directed by the instructor. Laptops and tablets may be used to access the electronic text during class time, but inappropriate use will affect the participation grade.

Use of email:

Instructors of Spanish at the 1000 – 2000 level require students to use official UNT Eagle Connect for all communication. Instructors will only respond to email sent by students from a UNT Eagle Connect address. Likewise, instructors will only send email to UNT Eagle Connect addresses. Information about Eagle Connect can be found at <http://eagleconnect.unt.edu/>.

A note on protocol:

If a student has a problem with any issue related to the course (textbook, instructor, testing, etc.), it is his or her responsibility to discuss the problem first with their instructor before contacting the first year Spanish coordinator.

COURSE CALENDAR

Syllabus is subject to change. Class may be video recorded for pedagogical purposes. All online activities and readings in the textbook must be completed **ONE HOUR PRIOR** to class time the day on which they are assigned in the syllabus. All activities must be written in Spanish unless otherwise noted in the course calendar or activity instructions.

Week	Day	Objectives	Online Activities
1 Jan. 18 - 22		NO CLASS – MLK DAY	
	1	Introductions Administrative Requirements Capítulo 1: Hola, ¿qué tal? Exploraciones léxicas 1: Greetings, introductions, and good-byes, Classroom (p. 4)	
	2	A practicar: Exploraciones léxicas 1 Exploraciones gramaticales 1: Gender and number of nouns (p. 8); Los números 0-20 (p. 9) A practicar: Exploraciones gramaticales 1 Conexiones culturales: <i>Conexiones...a la geografía.</i> (p. 6)	T: 1.EG1 A analizar T: 1.6 De singular a plural T: 1.7 Género T: 1.8 En la clase S: 1.P1 Pronunciación (Note: this is a voice-recorded activity. Click the red “Record” button before beginning the voice-recorded section of the activity, which may require scrolling down the page.)

2 Jan. 25 – 29	3	Exploraciones gramaticales 2: Definite and indefinite articles and hay (p. 11) A practicar: Exploraciones gramaticales 2 Conexiones culturales: <i>Cultura</i> (p. 7)	T: 1.EG2 A analizar T: 1.11 ¿Lógico o no? T: 1.12 Los artículos S: 1.4 En mi clase S: 1.12 Saludos S: 1.13 En la clase S: 1.E ¡Hora de escribir!
	4	Exploraciones léxicas 2: Descriptive adjectives (p. 18) A practicar: Vocabulario Lectura: <i>La escuela es para todos</i> (p. 16)	T: 1.17 Escucha y responde T: 1.19 Sinónimos T: 1.L1.2 Comprensión S: 1.P2 Pronunciación 2 S: 1.9 El salón de clase S: 1.11 Los números de teléfono 1.N.1 Nosotros/Share it!
	5	Exploraciones gramaticales 3: Subject pronouns and the verb ser (p. 23) A practicar: Exploraciones gramaticales 3 Conexiones culturales: <i>Cultura</i> (p. 20), <i>Conexiones...a la geografía.</i> (p. 21)	T: 1.EG3 A analizar T: 1.23 ¿Tú o usted? T: 1.24 Sustituciones T: 1.26 El verbo <i>ser</i> T: 1.C2.S Share it! S: 1.15 Los antónimos S: 1.28 ¿Quién es?
	Additional practice for week 2: <p>Note: Additional practice activities will be assigned in iLrn for all vocabulary and grammar topics covered each week to help students prepare for exams. These activities are assigned as practice, and student responses and scores are not recorded. Students can complete the activities either before or after the due dates (activities are always listed on Sundays for the week to which they correspond). Students are highly encouraged to complete these activities as preparation for chapter exams, and to return to them as review for the comprehensive final exam. To access additional practice activities, open the assignment calendar in iLrn. Click “View by Chapter”. Disengage “View assigned activities only” (click to remove the checkmark). Select the chapter in which you are working. You will be able to see all activities for the chapter; click on the activities listed below to complete them.</p> <p>S: 1.17 Asociaciones S: 1.18 Grupos S: 1.21 ¿Quién? S: 1.22 ¿De dónde eres tú? MP 35 Nouns MP 101 Definite and indefinite articles MP 102 Definite and indefinite articles MP 103 Definite and indefinite articles</p>		

3 Feb. 1 - 5	6	Exploraciones gramaticales 4: Adjective agreement (p. 25) A practicar: Exploraciones gramaticales 4 Conexiones culturales: <i>Comparaciones</i> (p. 20)	T: 1.EG4 A analizar T: 1.28 ¿Quién es? T: 1.29 La atracción de los opuestos S: 1.21 ¿Quién? S: 1.22 ¿De dónde eres tú?
	7	Exploraciones de repaso: estructuras (p. 34) Exploraciones de repaso: comunicación (p. 35) Lectura: <i>Algunos famosos de Latinoamérica</i> (p. 28)	T: 1.L2.2 Comprensión T: 1.R Redacción S: 1.23 ¿A quién describe? S: 1.25 ¿Cómo son? S: 1.29 Respuestas lógicas 1.GE Google Earth
	8	EXAM: Capítulo 1	
	Additional practice for week 3: S: 1.24 Mis amigos S: 1.27 La fila		
4 Feb. 8 - 12	9	Capítulo 2: ¿Cómo es tu vida? Exploraciones léxicas 1: Family members and pets (p. 40) A practicar: Vocabulario Conexiones culturales: <i>Cultura</i> (p. 42), <i>Comparaciones</i> (p. 43)	T: 2.1 Escucha y responde T: 2.2 ¿Cómo se llama? T: 2.3 ¿Quién es? T: 2.C1.S Share it! (Note: this activity can be written in English.) S: 2.P1 Pronunciación 1
	10	Exploraciones gramaticales 1: Possessive adjectives (p. 44) A practicar: Exploraciones gramaticales 1 Conexiones culturales: <i>Conexiones...a la sociología</i> (p. 43)	T: 2.EG1 A analizar T: 2.6 Mi familia T: 2.7 Su familia T: 2.9 Andrés y Ana S: 2.2 Más sobre la familia S: 2.13 La familia de Luisa
	11	Exploraciones gramaticales 2: Regular –ar verbs (p. 47) A practicar: Exploraciones gramaticales 2 Lectura: <i>La familia típica latinoamericana</i> (p. 52)	T: 2.EG2 A analizar T: 2.12 Mi familia y yo T: 2.13 La familia de Gabriela T: 2.L1.2 Comprensión S: 2.5 La opción correcta S: 2.7 ¿De quién es? S: 2.E ¡Hora de escribir! (Note: paragraph must be a minimum of six sentences.)
	Additional practice for week 4: S: 2.3 ¿Cierto o falso? S: 2.8 Información adicional S: 2.9 ¿Qué hacen? S: 2.11 Una familia ocupada MP36 Possessive Adjectives and Pronouns MP172 Possessive Adjectives and Pronouns MP173 Possessive Adjectives and Pronouns MP174 Possessive Adjectives and Pronouns		

5 Feb. 15 – 19	12	Exploraciones léxicas 2: Academic subjects (p. 54) A practicar: Vocabulario Conexiones culturales: <i>Cultura</i> (p. 56), <i>Conexiones...a la educación</i> (p. 57)	T: 2.19 Escucha y responde T: 2.20 Reclamaciones T: 2.C2.S Share it! (Note: this activity can be written in English.) S: 2.P2 Pronunciación 2 S: 2.10 ¡Qué coincidencia! S: 2.14 ¿Qué hacen? S: 2.15 ¿Quién?
	13	Exploraciones gramaticales 3: The verb tener (p. 58) A practicar: Exploraciones gramaticales 3 Conexiones culturales: <i>Comparaciones</i> (p. 57)	T: 2.EG3 A analizar T: 2.24 ¿Qué tienen? T: 2.25 ¿Tienes ganas? T: 2.26 ¿Cuántos años tienes? S: 2.19 ¿Qué clase es? S: 2.31 Descripciones
	14	Exploraciones gramaticales 4: Adjective placement (p. 61) A practicar: Exploraciones gramaticales 4 INTEGRATED PERFORMANCE ASSESSMENT #1- INTERPRETIVE TASK (Note: this task is to be printed out prior to class, completed as homework, and handed in during this class period for credit. Open this activity in iLrn for instructions on how to complete the task.)	T: 2.EG4 A analizar T: 2.30 Mi clase de español T: 2.31 ¿Cómo son? S: 2.30 ¿A quién se refiere?
	Additional practice for week 5: S: 2.18 La universidad S: 2.20 Profesiones S: 2.21 Los verbos <i>ser y tener</i> S: 2.24 ¿Qué tienen? S: 2.27 Mi universidad MP 75 Adjectives MP 77 Adjectives MP 78 Adjectives MP 7 Adjectives		

6 Feb. 22 – 26	15	Exploraciones de repaso: estructuras (p. 70) Exploraciones de repaso: comunicación (p. 71) Lectura: <i>Otros sistemas universitarios</i> (p. 64)	T: 2.R Redacción (Note: each paragraph must be a minimum of six sentences.) T: 2.L2.3 Comprensión S: 2.25 Mis clases S: 2.31 Descripciones 2.GE Google Earth
	16	EXAM: Capítulo 2	
	17	Capítulo 3: ¿Qué tiempo hace hoy? Exploraciones léxicas 1: Seasons, weather, clothing, and colors (p. 78) A practicar: Vocabulario Conexiones culturales: <i>Cultura</i> (p. 80), <i>Conexiones...a la redacción</i> (p. 81)	T: 3.1 Escucha y responde T: 3.2 ¿Qué tiempo hace? T: 3.C1.S Share it! S: 3.P1 Pronunciación 1
	Additional practice for week 6: S: 3.1 ¿Qué ropa llevan? S: 3.3 ¿Qué tiempo hace? S: 3.4 Oraciones deshidratadas		
7 Feb. 29 – Mar. 4	18	Exploraciones gramaticales 1: The verb gustar (p. 82) A practicar: Exploraciones gramaticales 1 Conexiones culturales: <i>Comparaciones</i> (p. 81)	T: 3.EG1 A analizar T: 3.6 Me gusta el verano T: 3.7 Combinaciones lógicas T: 3.8 ¿Qué te gusta? S: 3.2 ¿Qué ropa debo llevar?
	19	Exploraciones gramaticales 2: Regular –er and –ir verbs (p. 85) A practicar: Exploraciones gramaticales 2 Lectura: <i>La ropa tradicional</i> (p. 90)	T: 3.EG2 A analizar T: 3.13 ¿Qué tienen? T: 3.14 Mis amigos y yo T: 3.L1.2 Comprensión S: 3.6 Julio y César S: 3.8 Mi familia S: 3.15 De viaje
	20	Exploraciones léxicas 2: Time, days, months, and saying the date (p. 92) A practicar: Vocabulario INTEGRATED PERFORMANCE ASSESSMENT #1- INTERPERSONAL TASK (completed in class)	T: 3.21 Escucha y responde T: 3.22 En orden T: 3.23 ¿Qué hora es? S: 3.P2 Pronunciación 2 S: 3.11 Las similitudes S: 3.14 ¿Lógico o ilógico?

	Additional practice for week 7: S: 3.5 ¿Qué te gusta? S: 3.9 Los fines de semana S: 3.12 Un nuevo amigo S: 3.18 Los meses y los días de la semana MP33 Gustar and Similar Verbs MP124 Gustar and Similar Verbs MP126 Gustar and Similar Verbs MP127 Gustar and Similar Verbs		
8 Mar. 7 - 11	21	Exploraciones gramaticales 3: The verb ir (p. 96) A practicar: Exploraciones gramaticales 3 Lectura: <i>La Navidad en algunos países hispanos</i> (p. 102)	T: 3.EG3 A analizar T: 3.26 Las vacaciones de verano T: 3.27 Después de las clases T: 3.L2.2 Comprensión T: 3.R Redacción (Note: each paragraph must be a minimum of six sentences.) S: 3.19 La hora S: 3.28 La hora
	22	Exploraciones gramaticales 4: Ir + a + infinitive (p. 99) A practicar: Exploraciones gramaticales 4 Conexiones culturales: <i>Cultura</i> (p. 94), <i>Conexiones...a la religión</i> (p. 95)	T: 3.EG4 A analizar T: 3.31 Un poco de lógica T: 3.C2.S Share it! S: 3.21 En la universidad S: 3.22 ¿Adónde vas? S: 3.30 ¿Cierto o falso?
	23	Exploraciones de repaso: estructura (p. 108) Exploraciones de repaso: comunicación (p. 109) INTEGRATED PERFORMANCE ASSESSMENT #1- PRESENTATIONAL TASK (completed in class during last 20 min.)	S: 3.25 ¿Qué tienen? S: 3.29 Las actividades S: 3.E ¡Hora de escribir! 3.GE Google Earth
	Additional practice for week 8: S: 3.23 ¡Vamos! S: 3.24 Nuevas estudiantes S: 3.26 La rutina		
9 Mar. 14 - 18	SPRING BREAK		

10 Mar. 21 - 25	24	EXAM: Capítulo 3	
	25	Capítulo 4: ¿Dónde vives? Exploraciones léxicas 1: Places in a city (p. 114) A practicar: Vocabulario Conexiones culturales: <i>Cultura</i> (p. 116), <i>Comparaciones</i> (p. 117)	T: 4.1 Escucha y responde T: 4.2 ¿Cierto o falso? T: 4.C1.S Share it! S: 4.P1 Pronunciación 1
	26	Exploraciones gramaticales 1: Stem-changing verbs (o -> ue) (p. 118) A practicar: Exploraciones gramaticales 1 Conexiones culturales: <i>Conexiones...a las relaciones internacionales</i> (p. 117)	T: 4.EG1 A analizar T: 4.6 Un poco de lógica T: 4.7 Nuestros sueños S: 4.2 Los planes secretos de Mariana S: 4.3 ¿Qué hay en el barrio? S: 4.12 En Madrid
	Additional practice for week 10: S: 4.6 El verbo lógico		
11 Mar. 28 – Apr. 1	27	Exploraciones gramaticales 2: The verb estar with prepositions of place (p. 121) A practicar: Exploraciones gramaticales 2 Lectura: <i>Algunas ciudades únicas de Latinoamérica</i> (p. 126)	T: 4.EG2 A analizar T: 4.11 Actividades en la ciudad T: 4.12 En la ciudad T: 4.L1.2 Comprensión S: 4.4 En la escuela S: 4.5 Mis actividades S: 4.7 Mis amigos y yo
	28	Exploraciones léxicas 2: Furniture and appliances (p. 128) A practicar: Vocabulario Conexiones culturales: <i>Comparaciones</i> (p. 131)	T: 4.19 Escucha y responde T: 4.20 ¿Dónde están? S: 4.P2 Pronunciación 2 S: 4.10 ¡A dibujar! S: 4.11 ¿Dónde están? S: 4.13 Una foto de mi calle S: 4.E ¡Hora de escribir! (Note: paragraph must be a minimum of eight sentences.)
	29	INTEGRATED PERFORMANCE ASSESSMENT #2- INTERPRETIVE TASK (completed in class)	
	Additional practice for week 11: S: 4.9 Estamos ocupados S: 4.14 Información turística S: 4.16 Un crucigrama S: 4.17 Una casa con muchos muebles MP179 Present Indicative Tense: Stem-Changing Verbs MP180 Present Indicative Tense: Stem-Changing Verbs MP181 Present Indicative Tense: Stem-Changing Verbs MP182 Present Indicative Tense: Stem-Changing Verbs		

12 Apr. 4 - 8	30	Exploraciones gramaticales 3: Interrogatives (p. 132) A practicar: Exploraciones gramaticales 3 Conexiones culturales 2: <i>Cultura</i> (p. 130), <i>Conexiones...a la arquitectura</i> (p. 131)	T: 4.EG3 A analizar T: 4.24 La respuesta lógica T: 4.25 ¿Qué o cuál? S: 4.17 Una casa con muchos muebles S: 4.18 Explicaciones S: 4.27 En la casa
	31	Exploraciones gramaticales 4: Stem-changing verbs e -> ie and e -> i (p. 135) A practicar: Exploraciones gramaticales 4 Lectura: <i>Soluciones...a la vivienda</i> (p. 138)	T: 4.EG4 A analizar T: 4.29 En la tienda de muebles T: 4.L2.2 Comprensión T: 4.R Redacción (Note: each paragraph must be a minimum of 6 sentences.) S: 4.20 Un apartamento nuevo S: 4.28 Respuestas lógicas
	32	INTEGRATED PERFORMANCE ASSESSMENT #2- INTERPERSONAL TASK (completed in class)	
	Additional practice for week 12: S: 4.19 Interrogativos S: 4.23 Completar MP151 Interrogative Words MP152 Interrogative Words MP153 Interrogative Words		
13 Apr. 11 - 15	33	INTEGRATED PERFORMANCE ASSESSMENT #2- INTERPERSONAL TASK (completed in class)	
	34	Exploraciones de repaso: estructuras (p. 144) Exploraciones de repaso: comunicación (p. 145)	S: 4.21 Preguntas S: 4.24 En el nuevo apartamento S: 4.25 Mis actividades S: 4.26 Daniela y yo 4.GE Google Earth
	35	EXAM: Capítulo 4	
14 Apr. 18 - 22	36	Capítulo 5: ¿Estás feliz en el trabajo? Exploraciones léxicas 1: Adjectives of emotion and physical states (p. 152) A practicar: Vocabulario Conexiones culturales: <i>Cultura</i> (p. 154), <i>Comparaciones</i> (p. 155)	T: 5.1 Escucha y responde T: 5.2 ¿Lógica o ilógica? T: 5.C1.S1 Share it! S: 5.P1 Pronunciación 1

	37	Exploraciones gramaticales 1: Estar with adjectives and the present progressive (p. 156) A practicar: Exploraciones gramaticales 1 Conexiones culturales: <i>Conexiones...a la literatura</i> (p. 155)	T: 5.EG1 A analizar T: 5.7 ¿Certo o falso? S: 5.2 Una telenovela S: 5.3 Estados de ánimo S: 13 ¿Cómo están? S: 5.E ¡Hora de escribir! (Note: paragraph must be a minimum of eight sentences.)
	38	Exploraciones gramaticales 2: Ser and estar (p. 159) A practicar: Exploraciones gramaticales 2 Lectura: <i>¿Quiénes son más felices?</i> (p. 164)	T: 5.EG2 A analizar T: 5.12 ¿Es posible? T: 5.13 ¿Cómo son o cómo están? T: 5.L1.2 Comprensión S: 5.5 Un mensaje S: 5.6 La actividad más lógica S: 5.8 ¿Qué estás haciendo?
	Additional practice for week 14: S: 5.1 Reacciones lógicas S: 5.9 Mi amiga Susana S: 5.11 Oraciones incompletas S: 5.15 Confesiones MP37 Present Progressive MP 246 The Verbs Ser and Estar MP 247 The Verbs Ser and Estar		
15 Apr. 25 - 29	39	Exploraciones léxicas 2: Profesiones (p. 166) A practicar: Vocabulario INTEGRATED PERFORMANCE ASSESSMENT #2- PRESENTATIONAL TASK (completed in class during last 25 min.)	T: 5.18 Escucha y responde T: 5.19 ¿Dónde trabajan? S: 5.P2 Pronunciación 2 S: 5.11 ¿Ser o estar? Esa es la pregunta S: 5.14 Preguntas
	40	Exploraciones gramaticales 3: Verbs with changes in the first person (p. 170) A practicar: Exploraciones gramaticales 3 Conexiones culturales: <i>Cultura</i> (p. 168), <i>Comparaciones</i> (p. 169)	T: 5.EG3 A analizar T: 5.24 ¿Quién soy? T: 5.25 Un día ocupado T: 5.R Redacción (Note: email may be written with either one or two paragraphs, but must contain a minimum of 10 sentences total.) S: 5.18 La agencia de empleos S: 5.19 En el trabajo S: 5.28 Las profesiones

16 May 2 – 6	41	Exploraciones gramaticales 4: Saber and conocer (p. 173) A practicar: Exploraciones gramaticales 4 Conexiones culturales: <i>Conexiones...a la economía y al comercio</i> (p. 169)	T: 5.EG4 A analizar T: 5.29 ¿Lógica o ilógica? T: 5.30 Oraciones incompletas S: 5.21 Un poco de lógica S: 5.22 Una entrevista con el consejero S: 5.30 No estoy contento 5.GE Google Earth
	Additional practice for week 15: S: 5.20 Adivina quién lo dice S: 5.23 ¿Qué hacen? S: 5.25 ¿Quién es? MP38 Present Progressive MP191 Present Progressive MP249 The Verbs Ser and Estar MP250 The Verbs Ser and Estar		
	42	Review for final exam	S: 5.24 Algunas preguntas S: 5.26 La entrevista de trabajo S: 5.27 Oraciones incompletas MP156 Nouns (ch. 1) MP100 Definite and Indefinite Articles (ch. 1) MP171 Possessive Adjectives and Pronouns (ch. 2) MP76 Adjectives (ch. 2) MP51 Present Indicative Tense: Spelling-Change and Irregular Verbs (ch. 2)
	43	Review for final exam	S: 5.30 No estoy contento MP125 Gustar and Similar Verbs (ch. 3) MP16 Interrogative Words (ch. 4) MP183 Present Indicative Tense: Stem-Changing Verbs (ch. 4) MP39 Present Progressive (ch. 5) MP 248 The Verbs Ser and Estar (ch. 5)
READING DAY – NO CLASS			

	<p>Additional practice for final exam:</p> <p>Any activities completed this semester in iLrn will be beneficial to repeat as review for the comprehensive final exam (do not repeat instructor-graded activities). Students may also access additional activities to complete in iLrn for each grammar topic following these steps:</p> <ol style="list-style-type: none"> 1. In iLrn, click on “activities” on the right-hand side of screen. 2. Use the slider on the left-hand side of screen to select a chapter and open it. 3. Each chapter will have two review sections: <i>¡Hora de reciclar!1</i> and <i>¡Hora de reciclar!2</i>. Click on these sections in each chapter to access review activities. Note: review activities are topics from the previous chapter (e.g. review activities in ch. 4 cover topics from ch. 3).
17 May. 7 - 13	FINAL EXAM