

UNIVERSITY OF NORTH TEXAS
DEPARTMENT OF WORLD LANGUAGES, LITERATURES,
AND CULTURES
ELEMENTARY SPANISH
SPAN 1020 TR ~ FALL 2016

REQUIRED MATERIALS

Blitt and Casas. *Exploraciones* custom 2nd edition with iLrn printed access card.
ISBN-10: 1-305-75618-5 ISBN-13: 978-1-305-75618-2

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 to complete tasks.

- **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)	35%
Integrated Performance Assessment	10%
Final Exam	15%

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 on 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 7 you will complete one IPA in this class. The interpretive and interpersonal mode tasks will be completed during class time, and the presentational task will be completed as homework and turned in on iLrn. Your instructor will distribute information in class and explain how to complete each IPA task.

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 8 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" 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.

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 Aug. 29 – Sept. 2	1	Introductions Administrative Requirements Review	
	2	Capítulo 6: ¿Cómo pasas el día? Exploraciones léxicas 1: Parts of the body (p. 188) A practicar: Vocabulario Conexiones culturales: <i>Cultura</i> (p. 190), <i>Comparaciones</i> (p. 190), <i>Conexiones...a la música</i> (p. 191)	T: 6.1 Escucha y responde T: 6.2 Asociaciones T: 6.3 ¿Qué parte del cuerpo es? T: 6.C1.S Share it! S: 6.P1 Pronunciación 1 (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 Sept. 5 – 9	3	Exploraciones gramaticales 1: Reflexive verbs (p. 192) A practicar: Exploraciones gramaticales 1 Exploraciones gramaticales 2: Adverbs of time and frequency (p. 195) A practicar: Exploraciones gramaticales 2	T: 6.EG1 A analizar T: 6.7 Conclusiones lógicas T: 6.EG2 A analizar S: 6.1 Asociaciones S: 6.3 Las partes del cuerpo S: 6.6 Descripciones S: 6.7 De vacaciones S: 6.9 Las rutinas de los famosos
	4	Exploraciones léxicas 2: Sports, Sporting equipment (p. 202) A practicar: Vocabulario Lectura: <i>La siesta</i> (p. 200) Conexiones culturales: <i>Cultura</i> (p. 204), <i>Conexiones...a la antropología</i> (p. 205), <i>Comparaciones</i> (p. 205)	T: 6.20 Escucha y responde T: 6.21 ¿Qué actividad es? T: 6.L1.2 Comprensión T: 6.C2.S2 Share it! S: 6.11 La opción lógica S: 6.12 La rutina S: 6.15 ¿Es lógico? S: 6.16 Respuestas S: 6-E ¡Hora de escribir! (Note: paragraph must be a minimum of 8 sentences. S: 6.P2 Pronunciación 2

Additional practice for week 2: 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. S: 6.13 Dos rutinas S: 6.17 Una noche en casa S: 6.22 Los pasatiempos MP207 Reflexive Verbs and Pronouns MP208 Reflexive Verbs and Pronouns MP209 Reflexive Verbs and Pronouns MP210 Reflexive Verbs and Pronouns MP211 Reflexive Verbs and Pronouns			
3 Sept. 12 - 16	5	Exploraciones gramaticales 3: The preterite (p. 206) A practicar: Exploraciones gramaticales 3 Exploraciones gramaticales 4: Stem-changing verbs in the preterite (p. 209) A practicar: Exploraciones gramaticales 4	T: 6.EG3 A analizar T: 6.26 El orden lógico T: 6.EG4 A analizar T: 6.31 La semana pasada T: 6.32 En los juegos Panamericanos S: 6.21 ¿Quién hace qué? S: 6.22 Los pasatiempos S: 6.24 De vacaciones S: 6.25 ¡Qué desastre! S: 6.32 Las actividades favoritas
	6	Exploraciones de repaso: estructuras Exploraciones de repaso: comunicación Lectura: <i>Deportistas famosos</i> (p. 212)	T: 6.R Redacción (Note: email must be a minimum of 10 sentences) T: 6.L2.2 Comprensión S: 6.28 En la playa S: 6.33 Ayer S: 6.34 El fin de semana
	Additional practice for week 3: S: 6.26 El fin de semana S: 6.27 ¿Quién lo hizo? S: 6.29 ¿Qué pasó? S: 6.31 El fin de semana		

4 Sept. 19 - 23	7	EXAM: Chapter 6 (proctored in first 50 min. of class) Capítulo 7: ¿Qué te gusta comer? Exploraciones léxicas 1: Fruits, vegetables, and condiments (p. 226) A practicar: Vocabulario	
	8	Exploraciones gramaticales 1: Irregular verbs in the preterite (p. 230) A practicar: Exploraciones gramaticales 1 Conexiones culturales: <i>La comida como cultura</i> (p. 228), <i>Comparaciones</i> (p. 228) <i>Conexiones...a la gastronomía</i> (p. 229)	T: 7.EG1 A analizar T: 7.7 En el restaurante T: 7.C1.3 Conexiones...a la gastronomía S: 7.4 ¿Cuánto cuesta? S: 7.16 ¿De quién es esta bolsa? S: 7.17 ¿Cuál es?
	Additional practice for week 4: S: 7.2 ¿Cuál no pertenece? S: 7.3 ¿Qué es? S: 7.7 Los cuentos de hadas S: 7.8 Preguntas S: 7.10 ¿Qué restaurante más raro!		
5 Sept. 26 - 30	9	Exploraciones gramaticales 2: Por and para and prepositional pronouns (p. 233) A practicar: Exploraciones gramaticales 2 Exploraciones léxicas 2: Meals and utensils (p. 240) A practicar: Vocabulario Conexiones culturales: <i>Cultura</i> (p. 242)	T: 7.EG2 A analizar T: 7.12 Una fiesta de cumpleaños T: 7.13 En el supermercado T: 7.14 Planes para el día T: 7.L1.2 Comprensión T: 7.19 Escucha y responde T: 7.20 ¿Cuál es? T: 7.C2.S Share it! S: 7.6 La cena S: 7.9 En la granja
	10	Exploraciones gramaticales 3: Direct object pronouns 1) (p. 244) A practicar: Exploraciones gramaticales 3 Conexiones culturales: <i>Comparaciones</i> (p. 242), <i>Conexiones...a la salud</i> (p. 243) Lectura: <i>Los alimentos del Nuevo Mundo</i> (p. 238)	T: 7.EG3 A analizar T: 7.25 En el restaurante S: 7.11 La cosecha S: 7.12 Frutas y verduras S: 7.14 Combinaciones S: 7.15 Unos regalos S: 7.21 Los utensilios S: 7.23 En la cocina S: 7.32 Las definiciones S: 7.33 ¿Qué es? S: 7.E ¡Hora de escribir!

	Additional practice for week 5: MP65 Por vs. Para MP66 Por vs. Para MP167 Por vs. Para MP168 Por vs. Para MP169 Por vs. Para		
6 Oct. 3 - 7	11	Exploraciones gramaticales 4: Direct object pronouns 2 (p. 247) A practicar: Exploraciones gramaticales 4 INTEGRATED PERFORMANCE ASSESSMENT- INTERPRETIVE TASK (proctored in last 50 minutes of class)	T: 7.EG4 A analizar T: 7.30 ¿Qué significa? T: 7.31 Algunas preguntas T: 7.33 ¡Ayuda!
	12	Lectura: <i>La comida rápida en Latinoamérica</i> (p. 250) Exploraciones de repaso: estructuras Exploraciones de repaso: comunicación	T: 7.L2.2 Comprensión T: 7.R Redacción (Note: each paragraph must be a minimum of six sentences) S: 7.24 ¿Cómo lo quiere? S: 7.25 ¿Qué tomas? S: 7.31 ¿Quién?
	Additional practice for week 6: S: 7.28 Traducciones S: 7.29 Tu mejor amigo S: 7.30 Una evaluación MP108 Direct Object Pronouns MP109 Direct Object Pronouns MP110 Direct Object Pronouns MP111 Direct Object Pronouns MP112 Direct Object Pronouns		
7 Oct. 10 - 14	13	EXAM: CHAPTER 7 (proctored in first 50 min. of class) Capítulo 8: ¿Qué haces dentro y fuera de la casa? Exploraciones léxicas 1: Household chores (p. 262) A practicar: Vocabulario	
	14	Exploraciones gramaticales 1: The imperfect (p. 266) A practicar: Exploraciones gramaticales 1 Conexiones culturales: <i>Cultura</i> (p. 264) Lectura: <i>La ciudad es nuestra casa</i> (p. 274)	T: 8.EG1 A analizar T: 8.7 En tu adolescencia T: 8.C1.S Share it! T: 8.L1.2 Comprensión S: 8.1 Un día para limpiar S: 8.3 Descripciones S: 8.12 ¿Es lógico?

	Additional practice for week 7: T: 8.1 Escucha y responde S: 8.2 ¿Qué palabra es? S: 8.5 Los quehaceres S: 8.6 Mi compañera de casa		
8 Oct. 17 - 21	15	Exploraciones gramaticales 2: Indefinite and negative words (p. 269) A practicar: Exploraciones gramaticales 2 Conexiones culturales: <i>Comparaciones</i> (p. 264) INTEGRATED PERFORMANCE ASSESSMENT-INTERPERSONAL TASK (completed in last 40 min. of class time)	T: 8.EG.2 A analizar T: 8.12 ¿Cierto o falso? T: 8.14 Ayuda por favor S: 8.4 Las descripciones S: 8.14 Una noche en casa S: 8.E ¡Hora de escribir! (Note: paragraph must be a minimum of 8 sentences.)
	16	INTEGRATED PERFORMANCE ASSESSMENT-INTERPERSONAL TASK	
	Additional practice for week 8: S: 8.8 La palabra lógica S: 8.11 Dos rutinas diferentes		
9 Oct. 24 - 28	17	Exploraciones léxicas 2: Hobbies and pastimes (p. 276) A practicar: Vocabulario Exploraciones gramaticales 3: Indirect object pronouns (p. 280) A practicar: Exploraciones gramaticales 3 Conexiones culturales: <i>Cultura</i> (p. 278)	T: 8.20 Escucha y responde T: 8.21 ¿Cierto o falso? T: 8.22 ¿Qué dicen estos niños del tercer año? T: 8.EG3 A analizar T: 8.26 ¿Es lógico? T: 8.28 Oraciones incompletas T: 8.C2.2 Share it! S: 8.9 ¡Que negativo! S: 8.10 Entrevista S: 8.13 Respuestas negativas
	18	Exploraciones gramaticales 4: Double object pronouns (p. 283) A practicar: Exploraciones gramaticales 4 Conexiones culturales: <i>Cultura</i> (p. 278), <i>Comparaciones</i> , (p. 278), <i>Conexiones...a la comunicación</i> Lectura: <i>Todos necesitamos un pasatiempo</i> (p. 286)	T: 8.EG4 A analizar T: 8.32 Identificaciones T: 8.33 Respuestas lógicas T: 8.L2.2 Comprensión T: 8.R Redacción (Note: each paragraph must be a minimum of six sentences.) S: 8.17 La palabra escondida S: 8.19 ¿Qué hacían? S: 8.21 Mis hijos S: 8.22 Reacciones S: 8.24 En el café

	Additional practice for week 10: S: 8.18 Las actividades S: 8.20 Día de los Reyes S: 8.23 La ayuda S: 8.25 Lo hacemos para otros S: 8.26 De niño S: 8.29 ¿Me lo prestas? MP3 Indirect object pronouns MP141 Indirect object pronouns MP142 Indirect object pronouns MP143 Indirect object pronouns MP144 Indirect object pronouns		
10 Oct. 31 – Nov. 4	19	Exploraciones de repaso: estructuras Exploraciones de repaso: comunicación EXAM: Chapter 8 (proctored in last 50 minutes of class)	S: 8.27 Regalos de Navidad S: 8.28 ¿Para quiénes son? S: 8.31 ¿A quién? S: 8.32 ¿Cierto o falso?
	20	Capítulo 9: ¿Qué pasó? Exploraciones léxicas 1: Parties and celebrations (p. 300) A practicar: Vocabulario Conexiones culturales: <i>Cultura</i> (p. 302), <i>Conexiones ...a la literatura</i> (p. 302), <i>Comparaciones</i> (p. 303)	T: 9.1 Escucha y responde T: 9.2 ¿Qué es? T: 9.3 ¿Qué celebraron las siguientes personas? T: 9.C1.S1 Share it!
	Additional practice for week 11: S: 9.3 La lógica MP134 Imperfect Tense MP135 Imperfect Tense MP136 Imperfect Tense MP223 The Preterite Tense MP224 The Preterite Tense MP225 The Preterite Tense		
11 Nov. 7 – 11	21	Exploraciones gramaticales 1: A comparison of the preterite and the imperfect (p. 304) A practicar: Exploraciones gramaticales 1 Exploraciones gramaticales 2: Uses of the preterite and the imperfect (p. 307) A practicar: Exploraciones gramaticales 2 INTEGRATED PERFORMANCE ASSESSMENT- PRESENTATIONAL TASK (due on iLrn)	T: 9.EG1 A analizar T: 9.6 Los cumpleaños T: 9.7 La fiesta sorpresa T: 9.EG2 A analizar T: 9.12 Fotos y descripciones T: 9.13 La fiesta de cumpleaños S: 9.1 La boda S: 9.2 Definiciones S: 9.11 La respuesta S: 9.E ¡Hora de escribir! (Note: each paragraph must be a minimum of 6 sentences.)

12 Nov. 14 - 18	22	Exploraciones léxicas 2: Navigating the city (p. 314) A practicar: Vocabulario Conexiones culturales 2: <i>Cultura</i> (p. 316), <i>Comparaciones</i> (p. 316) Lectura: <i>El Día de los Muertos</i> (p. 312)	T: 9.18 Escucha y responde T: 9.19 ¿Qué palabra es más lógica? T: 9.C2.S Share it! T: 9.L1.2 Comprensión S: 9.4 La Navidad S: 9.5 ¿Qué pasaba? S: 9.6 ¿Qué pasó? S: 9.8 La fiesta S: 9.9 Después S: 9.12 ¿Descripción o narración?
	Additional practice for week 12: S: 9.13 El gruñón S: 9.16 ¿Qué hay? MP137 Imperfect Tense MP138 Imperfect Tense MP226 The Preterite Tense MP227 The Preterite Tense		
	23	Exploraciones gramaticales 3: Preterite and imperfect with emotions and mental states (p. 318) A practicar: Exploraciones gramaticales 3 Exploraciones gramaticales 4: Preterite and imperfect: a summary (p. 321) A practicar: Exploraciones gramaticales 4	T: 9.EG3 A analizar T: 9.23 Reacciones lógicas T: 9.EG4 A analizar T: 9.28 Cuéntame T: 9.30 Esquí en Bariloche T: 9.31 Un accidente en bicicleta S: 9.17 ¿Qué es? S: 9.18 En la calle S: 9.26 ¿Es lógico?
	24	Conexiones culturales 2: <i>Conexiones...a la ingeniería</i> (p. 317) Lectura: <i>Leyendas urbanas</i> (p. 324) Exploraciones de repaso: estructuras Exploraciones de repaso: comunicación	T: 9.L2.2 Comprensión T: 9.C2.3 Conexiones...a la ingeniera T: 9.R Redacción (Note: each paragraph must be a minimum of 6 sentences.) S: 9.19 ¿Cómo se sintieron? S: 9.22 Un accidente poco común S: 9.23 ¿Qué ocurrió? S: 9.27 ¿Pretérito o imperfecto? S: 9.28 ¿Cierto o falso?
Additional practice for week 13: S: 9.21 Un accidente S: 9.24 Explicaciones MP231 The Preterite vs. The Imperfect MP232 The Preterite vs. The Imperfect MP233 The Preterite vs. The Imperfect MP234 The Preterite vs. The Imperfect MP235 The Preterite vs. The Imperfect			

13 Nov. 21 - 25	25	EXAM: Chapter 9 (proctored in first 50 minutes of class) Capítulo 10: ¿Adónde vas a viajar? Exploraciones léxicas 1: Taking a trip (p. 336) A practicar: Vocabulario	
	26	Exploraciones gramaticales 1: Relative pronouns and adverbs (p. 340) A practicar: Exploraciones gramaticales 1 Conexiones culturales: <i>Cultura</i> (p. 338), <i>Conexiones...a la economía</i> (p. 339)	T: 10.1 Escucha y responde T: 10.2 A viajar T: 10.C1.S Share it! (Note: if you would like to use Apéndice A to complete this activity, this section is not included in your printed textbook, but may be accessed in the ebook (pages 526-569.) T: 10.EG1 A analizar T: 10.7 ¿Es lógico? T: 10.8 Ciudad del Este
	Additional practice for week 14: S: 10.1 Palabras escondidas S: 10.2 Conclusiones S: 10.3 ¿En dónde? S: 10.12 De viaje		
14 Nov. 28 – Dec. 2	27	Exploraciones gramaticales 2: Formal and nosotros commands (p. 343) A practicar: Exploraciones gramaticales 2 Exploraciones léxicas 2: Hotel (p. 350) A practicar: Vocabulario Conexiones culturales: <i>Cultura</i> (p. 352)	T: 10-EG2 A analizar T: 10.13 ¿Qué hago? T: 10.20 Escucha y responde T: 10.21 En el hotel T: 10.C2.S Share it! S: 10.5 <i>Que, quien o quienes</i> S: 10.6 Conexiones S: 10.7 Oraciones sofisticadas
	28	Exploraciones gramaticales 3: Informal commands (p. 354) A practicar: Exploraciones gramaticales 3 Exploraciones gramaticales 4: Commands with pronouns (p. 357) A practicar: Exploraciones gramaticales 4 Lectura: <i>¿Adónde ir de vacaciones?</i> (p. 348)	T: 10.EG3 A analizar T: 10.26 ¿Lógico o ilógico? T: 10.27 La nueva empleada T: 10.EG4 A analizar T: 10.31 ¿Te ayudo? T: 10.32 De salida T: 10.L1.2 Comprensión T: 10.R Redacción (Note: each paragraph must be a minimum of 6 sentences.)

	Additional practice for week 15: S: 10.9 Un viaje internacional S: 10.10 En el vuelo S: 10.18 No pertenece S: 10.19 En el hotel S: 10.20 ¿Es lógico? MP26 Formal and Nosotros Commands MP119 Formal and Nosotros Commands MP145 Informal Commands MP146 Informal Commands MP148 Informal Commands	
15 Dec. 5 - 9	29	Review for final exam S: 10.8 El asistente de vuelo S: 10.11 ¿Qué dicen? S: 10.13 ¿Qué hacemos? S: 10.14 En la estación S: 10.17 Sopa de letras S: 10.28 ¿Quién es? S: 10.29 ¿Con quién habla?
	30	Review for final exam S: 10.21 Un viaje S: 10.22 Los huéspedes S: 10.23 Algunos consejos S: 10.25 La manera correcta S: 10.26 Hora de dormir S: 10.27 La agencia de turismo
	Additional practice for week 16: MP27 Formal and Nosotros Commands MP120 Formal and Nosotros Commands MP121 Formal and Nosotros Commands MP147 Informal Commands MP149 Informal Commands	
	Additional practice for final exam: 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: 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. 7 cover topics from ch. 6).	
16 Dec. 10 - 15	FINAL EXAM	