**SPA 103: INTERMEDIATE SPANISH I**

**SUMMER 2020 (SESSION I)**

**INSTRUCTOR INFORMATION**

<table>
<thead>
<tr>
<th>INSTRUCTOR:</th>
<th>Dr. Miriam Yvonn Marquez Barragan</th>
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<tbody>
<tr>
<td>VIRTUAL OFFICE:</td>
<td><a href="mailto:yvmarquez@uri.edu">yvmarquez@uri.edu</a></td>
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<tr>
<td>VIRTUAL OFFICE HOURS:</td>
<td>Tuesday and Thursday (TBD)</td>
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</table>

**Prerequisites:** Spanish 102 or equivalent.

**Language requirement:** In order to participate successfully at the intermediate level you should be able to talk and write about yourself, your friends and family, your daily routine, interests and pastimes, and you should understand another person talking about similar things. You should also be able to describe things that you regularly or currently do and things that you are going to in the near future. You should be able to make reference to things that you did in the past and to things that you used to do when you were little. You should have basic reading skills.

**Incentive program:** If you took 3 years of Spanish in High School and passed with mostly A’s & B’s, and think that you are ready for the 104 level or higher, you should know that you may be eligible to receive credit (yes, **3 credits**) for 103 without having to take the course. You would need to take 104 as your first course at URI and earn at least a C, submit a High School transcript that indicates that the highest-level class that you took was Spanish 3 (or lower), fill out a form at our Department, and pay a fee of $65.00. If you have any questions, call or stop by the Language Department.

If you took 4 years of honors Spanish or AP in High School and think that you might be ready to begin your studies at the 200-level, you could follow the same process and receive 3 credits for Spanish 104 without having to take the course.

**REQUIRED TEXT AND COURSE MATERIALS**

This course will be given mainly via Brightspace URI but most of the online activities will be done via the textbook supersite in VHL central.


- https://vistahigherlearning.com/school/uri

Here are the options:

1) If you have never used/purchased Portales 2 before, then buy the one semester option (digital format)


2) If you have taken Sp 103 with Portales 2 before and you are taking this class again and purchased the one semester option before (you have an account) but it already expired, then buy the Extension Code


**Note:** You need to have access to Portales 2 supersite by Monday May 18 as you will need to have access to the eText and the supersite to submit homework.

These are the instructions on how to find the course once you have accessed the VHL central after you purchased the access code: https://www.vhlcentral.com/section/ae59144e-57b3-4639-8d43-c4293ce37914/student_instructions
COURSE GOALS AND OBJECTIVES

Upon successful completion of this course:

1. Students are expected to reach the Intermediate low proficiency level as defined by the American Council on the Teaching of Foreign Languages (actfl.org).

The purpose of 103 is to help you increase the quantity and quality of the Spanish you can understand and use in oral and written discourse through the study of a series of cultural topics: from sports to cuisine, from ecology to politics, from health concerns to styles of artistic expression. By the end of the course you should be able to:

- write moderately-long compositions in present, past and future time frames
- converse, write and read about topics of importance to you, the community and the world at large (your life and experiences, health, environment and social issues).
- converse, read and write about cultural issues related to the Hispanic world.
- compare and contrast different means of communication in the U.S. and the Hispanic world
- get the gist, main ideas, and some details out of a variety of audio material and written texts
- read/analyze, describe, interpret, and discuss some short literary texts and other works of art

General Education Student Learning Outcomes: This course satisfies the requirements for two Student Learning Outcomes (SLO) in the General Education Program:

2. Humanities (H) general education requirement (Full Coverage)
(See Assessments section)

1. You will be able to identify facts, vocabulary, definitions, terms, concepts necessary for developing proficiency in speaking, listening, reading, interacting, and writing in Spanish.

2. You will be able to recognize concepts and tools relevant to read write and communicate effectively and appropriately in Spanish at an intermediate level.

3. You will be able to collect information relevant to the analysis and comprehension of a range of intermediate written and spoken authentic Spanish texts, dialogues, and other forms of communications to produce thoughtful cultural analysis.

4. You will be able to analyze the grammar and syntax of intermediate Spanish texts and communications and apply those concepts to address different linguistic tasks.

5. You will be able to innovate and use your creative thinking to express your own ideas with regards to subtle cultural differences among Hispanic countries.

3. Global Responsibilities (GR) general education requirement (Full Coverage)
(See assessments section)

1. You will develop a sense of Global Identity and Global Curiosity and autonomy as you explore, understand, and appreciate the art and cultures of Spanish-speaking peoples and their contributions to society.

2. You will gain a sense of the importance of Global Communication and Global Language as a conveyor of cultural values, thought and expression as you create, process, and negotiate meaning in Spanish.

3. You will gain an understanding of the Global Impact of Perspective Taking by examining the cultural values, norms and contemporary issues affecting or influencing the lives and experiences of the peoples of Spanish-speaking countries.

What is this class going to be like?

The course will be carried out mainly in Brightspace. Read all the materials in the START HERE section to know more about the course. You will see that there is a module per week and in each week there is a submodule per day. You will have
assignments due 3 times a week (Monday, Wednesday, and Friday) so check each module in Brightspace to access the materials and to do list for the assignments. The main assignments and all the projects will be done via Brightspace. Some other assignments will be done via Portales 2 supersite (containing the video lessons and more activities). The course in Brightspace will present clearly the structure of the course.

Your instructor will offer an hour long virtual live office hour on Tuesday and Thursday of each week at a time that is agreed on at the start of the course. Though not mandatory, attendance to these virtual office hours is highly recommended to ask questions and practice the language.

Learning Tips

1. Relax and don't be afraid to speak up or to make mistakes.
2. Seize all of the opportunities created for you.
3. Respect the rules of the Spanish-only classroom, and encourage everyone else to do the same.
4. Interact with the Hispanic world around you.
5. Seek out help the moment you think you might be having trouble.
6. Do not use online translators for any of the assignments, projects, or exams in this class as that does not help you to learn and it is considered CHEATING. Use your own knowledge and critical thinking to create language!

CLASS POLICIES

• Monday of the first week is considered the first day of class. Note that all assignments due that first Monday are already mandatory.
• Regular and on time submission of assignments and projects is expected for student success. If a student misses more than one class or one week of engagement in an online class (no submission of work during a day or a week), the student may, at the discretion of the instructor, fail the course. Students are expected to submit all assignments starting the first night of class.
• Students who will miss more than one day's worth of assignments have the responsibility to discuss this with the instructor in advance. Students should also consider withdrawing from a course if they will be missing assignments more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
• Regular online engagement is expected for student success in the course. Online participation is evident through posting to a discussion forum and participating in the highly recommended virtual office hours.
• Late work will NOT be accepted. This is an intensive course and the material is to be completed following the calendar in order to be able to complete the end-of-unit projects. You must submit your work on the day marked in the calendar for this purpose. You must inform your instructor immediately if you are not able to submit the assignment due to extenuating circumstances.

ASSESSMENTS and General Education Student Learning Outcomes (See Student Learning Outcome Goals above)

ORAL PROJECTS

In order to evaluate how well you have met the communicative objectives of this course, you will be assigned two (2) oral projects. The instructions for the projects will be provided in Brightspace where the projects will be submitted.

Gen Ed SLOs – Global R: com/ Global R: curiosity/ Global R: impact/ Humanities: innovate/ Humanities: collects info

WRITTEN PROJECTS

The written projects (3) will allow you to demonstrate the writing skills that you develop during the semester. The instructions for the projects will be provided in Brightspace where the projects will be submitted.
EXAMS

• MIDTERM EXAM
There will be one midterm exam covering the content of two (2) chapters. This exam is listed in bold on the course schedule, and you should note the date in your personal calendar. The goal of the exam is to assess how well you have assimilated what has been presented in these chapters with regard to Spanish grammar, vocabulary, language, readings and culture. It will give you the chance to demonstrate the knowledge that you have gained and the skills that you have acquired. It will also help you measure your achievement of course objectives and identify areas that need more work. All instructors grade the exams using the same grading criteria; tests are not curved.

• FINAL EXAM
The final examination gives you the chance to demonstrate your general achievement of course goals by examining your communication skills and your knowledge about Hispanic cultures. The Final Exam will be comprehensive and cumulative in nature. This exam is listed in bold on the course schedule, and you should note the dates in your personal calendar. No exams will be given early. Only under the most extreme circumstances will a make-up exam be provided.

Note: You must provide your instructor with written documentation within 24 hours if you are not able to submit the exams by the deadline due to “extenuating circumstances”. You must present written, verifiable proof of an urgent reason or emergency for missing the exam to your instructor.

PREPARATION

Learning a second language is an active process that requires that you actually use, do and play with the language. Therefore, use every opportunity during the course to immerse yourself in a rich Spanish language environment that will help you communicate meaningfully in Spanish and collectively explore the language and the cultures. Since this course is given online asynchronously, attending the LIVE virtual office hours your instructor offers is highly recommended in order to have more practice with the language.

HOMEWORK — ONLINE ON THE VISTA HIGHER LEARNING SUPERSITE (VHL)

Regular practice of Spanish outside the classroom is key to reaching the stated objectives of this course. For this reason, you will complete exercises through VHL Supersite as part of your coursework. All of these homework assignments are web-based (http://www.vhlcentral.com) and can be accessed from any computer equipped with a web browser. You will receive immediate feedback on your performance as well as a grade for each exercise that you complete.

All web-based homework assignments must be submitted by 11:59 P.M. on the specified due date.

Since the worldwide web can be accessed from virtually any location and there is ample time to complete assignments, no extensions will be given for submission of homework. The assignments listed on the syllabus
schedule correspond to the dates on which they are assigned. Reminders from instructors regarding due dates for VHL assignments are provided as a courtesy, however, students are ultimately responsible for completing homework assignments in accordance with the course schedule. In case of personal computing problems such as bad Internet connections, residential power outages; browser and operating system failures or health problems need to be reported to the instructor so that proper arrangements can be done for missing homework deadlines.

**If you need technical help, it is your responsibility to contact tech support at (800) 248-2813, VHL Support Center (Knowledge Base): [http://support.vhlcentral.com/](http://support.vhlcentral.com/), or E-mail techsupport@vistahigherlearning.com**

**ASSESSMENT CRITERIA**

The graph to the right shows the **percentage** contribution of each component that will make up your final grade. The grading scale for this course is as follows:

*Graph showing the percentage contribution of each component.*

### Grading scale

- 100-93 = A
- 92-90 = A-
- 89-87 = B+
- 86-83 = B
- 82-80 = B-
- 79-77 = C+
- 76-73 = C
- 72-70 = C-
- 69-67 = D+
- 66-60 = D
- 59-0 = F

**STUDENTS WITH DISABILITIES**

(URI Statement)

Section 504 of the Rehabilitation act of 1973 and the Americans with Disabilities Act of 1990 require the University of Rhode Island to provide academic adjustments or the accommodations for students with documented disabilities. The student with a disability shall be responsible for self-identification to the Disability Services for Students in the Office of Student Life, providing appropriate documentation of disability, requesting accommodation in a timely manner, and follow-through regarding accommodations requested. It is the student’s responsibility to make arrangements for any special needs.
and the instructor’s responsibility to accommodate them with the assistance of the Office of Disability Services for Students.

Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office. (http://www.uri.edu/disability/dss/)

**ACADEMIC INTEGRITY**

- The Language Department fully supports all university policies and procedures regarding academic misconduct (cheating, fabrication, plagiarism, interference, violation of course rules and facilitating academic dishonesty). For more information, please refer to URI’s Student Handbook, in particular Section 1.4 http://www.uri.edu/judicial/ch1.html *The work you do in the course is not collaborative*, therefore, copying another student’s homework, using online translation programs, or getting unauthorized help from any other individual(s) are considered acts of cheating and are subject to academic misconduct procedures. In addition, students should not present someone else’s work as their own. Paraphrasing words, ideas or opinions, whether oral or written, is considered plagiarism. When completing on-line homework, you are to do so individually, i.e., without the assistance of another person or persons. Undue assistance received from classmates, peers, or tutors and the use of on-line translators to complete homework will be considered a violation of the academic code of conduct.

  The following are examples of Academic Dishonesty:

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another’s work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another’s academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors.
- Using online translation programs.
- In addition, any alteration, copying or misuse of on-line materials in the Portales Supersite will be considered a violation of the academic code of conduct.

**INCOMPLETES**

A final course grade of I (Incomplete) is rarely assigned in this course and may only be considered an option in cases where an unexpected, extreme situation—such as a personal or medical emergency—prevents a student from completing the course. A student must be passing in order to be considered for an incomplete and the request must be made after the automatic “W” deadline has passed.

**Note:** Incompletes are not issued due to chronic missed work or absences over the course of the semester; a “withdrawal” is more appropriate for such students.

**DROPS/WITHDRAWALS**

The last day to drop from this course with no transcript designation is Friday, May 29. You will have received several grades by then and should be able to make an informed decision about continuing in the course. Courses dropped on or after Friday, May 29, will have a “W” for Withdrawal recorded on the Academic Record.

**INSTRUCTOR/STUDENT COMMUNICATION**

You can communicate with your instructor:

- **via e-mail.** Your instructor will provide his/her e-mail address the first day of class. This is the best way to contact your instructor, and you can expect a prompt response.
• **during your instructor's VIRTUAL office hours.** Your instructor will have one office hour per week and will provide his/her virtual office location and time on the first day of class.

### OTHER IMPORTANT INFORMATION REGARDING POLICIES

- Students are expected to check VHL Supersite and their Uri e-mail on a frequent and consistent basis in order to stay current with course-related communications.
- No extra credit is available for this course, and no assignments will be curved. It is a good practice to save all your graded work such as homework, quizzes, etc. until your grade has been published on Ecampus.

### SPA 103: INTERMEDIATE SPANISH I

#### COURSE SCHEDULE

**Summer 2020 (Session I)**

<table>
<thead>
<tr>
<th>Fechas</th>
<th>Objetivos</th>
<th>Due in Brightspace at 11.59pm (EST)</th>
<th>Due in VHL at 11.59pm (EST)</th>
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<tr>
<td><strong>SEMANA #1</strong></td>
<td></td>
<td>- Adquirir materiales para la clase</td>
<td>- VHL Lección 1 Contextos Explore, learn, practice (oraciones incompletas, ¿Lógico o ilógico?, escuchar, definiciones, una carta muy especial)</td>
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<tr>
<td>Lunes 18 de mayo</td>
<td>• Introduction to course • Overview of syllabus, course requirements, and VHL Supersite</td>
<td>• Leer START HERE en Brightspace • Leer el syllabus/course calendar • Week 1 Day 1 in Brightspace • <strong>Discussion Post # 1:</strong> presentación</td>
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<tr>
<td>Miércoles 20 de mayo</td>
<td>• Describing daily routine and habits in the present • Describing people, places, and objects</td>
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<td>• VHL Lección 1 Estructura 1.1 <em>el presente simple</em> Explore, learn, practice (completar, nueva compañera, un apartamento infernal, conjugar, excusas, primer contacto)</td>
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<tr>
<td>Viernes 22 de mayo</td>
<td>Describing and discussing personal relationships</td>
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<td>Describing what is happening at the moment of speaking</td>
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<td></td>
<td>• Flashcultura: <em>Las relaciones personales</em> p. 13, ver video en clase y hacer Expansión, ¿y tú?</td>
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<td></td>
<td>• VHL Lección 1 Estructura 1.3 progressive forms</td>
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<td></td>
<td>Explore, learn, practice (completar, una conversación telefónica, conjugar, describir)</td>
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<tr>
<td>Lunes 25 de mayo</td>
<td>Describing and discussing personal relationships</td>
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<td></td>
<td>• Proyecto escrito 1: Perfil para buscar pareja/amigos (p.12)</td>
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<td></td>
<td>• El mundo hispano: <em>Parejas sin fronteras</em> p. 10 – 12 (actividades 1, 2, 3, 4)</td>
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<td>Miércoles 27 de mayo</td>
<td>• Lección 2: Las diversiones</td>
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<td>• Discussing free time activities</td>
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<td>• Avoiding redundancy</td>
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<td>Discussion Post # 2: diversiones</td>
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<td></td>
<td>• VHL Lección 2 Contextos: las diversiones</td>
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<td></td>
<td>Explore, learn, practice (palabras relacionadas, completar, ¿dónde están?, goles y fiestas, una conversación telefónica)</td>
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<td>• VHL Lección 2 Estructura 2.1: object pronouns</td>
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<td>Explore, learn, practice (sustituir, escribir, consejos, dos buenas amigas)</td>
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<td>Viernes 29 de mayo</td>
<td>• Expressing personal likes and dislikes</td>
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<td>• Describing one’s daily routine and habits</td>
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<td>• VHL Lección 2 Estructura 2.2 gustar and similar verbs</td>
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<td>Explore, learn, practice (indicar, opiniones diferentes, opiniones, completar, encuesta, ¿qué te gusta?)</td>
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<td>• VHL Lección 2 Estructura 2.3 reflexive verbs</td>
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<td>Explore, learn, practice (salir, completar, voy o me voy, asistente, qué diferentes, los lunes por la mañana, reflexivos)</td>
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<tr>
<td>Miércoles 3 de junio</td>
<td>Proyecto oral 1: presentación personaje famoso (A conversar p. 79)</td>
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<tr>
<td>Lunes 1 de junio</td>
<td>Leer Perfil p.51</td>
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<td>Viernes 5 de junio</td>
<td>Lección 3: la vida diaria</td>
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<td></td>
<td>• Discussing chores around the house</td>
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<td>• Routines and habits</td>
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<td>• Narrating in the past</td>
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<tr>
<td>Miércoles 10 de junio</td>
<td>Discussion Post # 3: rutinas y horarios</td>
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<td>• VHL</td>
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<td>• Lección 3 Contextos: La vida diaria</td>
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<td></td>
<td>• Explore, learn, practice (completar, escuchar, las tareas de Mateo)</td>
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<td>• Flashcultura: De compras en Barcelona</td>
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<td>• Ver video, comprensión, expansión, ¿y tú?</td>
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<td>3.1 El pretérito</td>
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<td>• Explore, learn, practice, comunicate (quehaceres, limpiamos la casa, el pretérito, ¿qué pasó?, una fiesta)</td>
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<tr>
<td>Miércoles 10 de junio</td>
<td>Proyecto escrito 2: A escribir p. 119</td>
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<td>3.2 El imperfecto</td>
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<td>• Explore, learn, practice (granada, cuando era soltero, recuerdos, mi familia, de niños)</td>
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<td>3.3 The preterite vs. the imperfect</td>
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<td>• Explore, learn, practice (una cena especial, completar, todo en orden, cambios, las fechas importantes)</td>
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<td>Lunes 8 de junio</td>
<td>Lección 4: La salud y el bienestar</td>
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<td>• Discussing health, wellbeing, common illnesses and treatments</td>
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<td>• Giving orders, suggestions and advice</td>
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<tr>
<td>Miércoles 10 de junio</td>
<td>Discussion Post # 4: el bienestar</td>
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<td></td>
<td>• Lección 4: La salud y el bienestar</td>
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<td></td>
<td>• Explore, learn, practice, Communicate (completar, quien lo dice, identificación, a curarse, definiciones,</td>
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<tr>
<td>FECHA</td>
<td>TEMAS</td>
<td>ACTIVIDADES/EXPLORAR, APRENDER, PRÁCTICAR</td>
<td>PROYECTOS / LECCIONES</td>
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| Viernes 12 de junio | • Expresando la duración, el destino, la razón, el intercambio, el objetivo y la comparación  
• Lección 5: Los viajes  
• Describir viajes y planes de vacaciones  
• Haciendo arreglos de viajes | Proyecto oral 2: Salud (p. 161) | Amelia está enferma, la salud de Rosaura, Vida Sana  
4.2 Comandos  
Explore, aprende, practice, comuni... |  
4.3 por y para  
Explore, aprende, practice, comunicate (otra manera, en el consultorio, carta de amor, escoge, selecciona, confesiones de una estudiante de medicina)  
Lección 5 Los viajes  
Explore, aprende, practice (escuchar, significados, completar, mi viaje, definiciones, viaje) |
| Lunes 15 de junio | • Comparando personas y objetos  
• Temas culturales | Discussion Post # 5: los viajes | El mundo hispano: La ruta del café  
5.1 Comparativas y superlativas  
Explore, aprende, practice, comunicate (comparaciones, un viaje juntos, un mensaje de Manuela, el peor viaje de su vida, dos ciudades, un viaje inolvidable) |  
5.2 expresiones negativas, afirmativas e indefinidas  
Explore, aprende, practice (cierto o falso, seleccionar)  
Cultura: La ruta maya (p. 200)  
Leer y practice (cierto o falso, seleccionar) |
| Miércoles 17 de junio | Temas culturales  
Expressing negation, affirmation, and indefiniteness | Proyecto escrito 3: itinerario turístico (p. 167) |  
Cultura: La ruta maya (p. 200)  
Leer y practice (cierto o falso, seleccionar)  
5.2 expresiones negativas, afirmativas e indefinidas |  
Explore, aprende, practice (viajeros, aventuras y... |
| Viernes 19 de junio | Final exam | desventuras, comidas típicas, viajes, viajeros muy diferentes, no me gusta nada |