SPA 102: ELEMENTARY SPANISH II  

SUMMER 2019

INSTRUCTOR INFORMATION

INSTRUCTOR:

EMAIL:

OFFICE:

OFFICE HOURS:

REQUIRED TEXT AND COURSE MATERIALS

- Zayas-Bazán, Bacon, Nibert. ¡Arriba!
- Spanish-English Dictionary

MySpanishLab: After getting your MSL access code, go to www.myspanishlab.com for instructions on how to register on MSLand how to enroll for your course using the Course Code ID.

Course Code ID: CRSKL7A-636611

Prerequisites: Students enrolling in this course should have taken SPA 101 or equivalent. In order to participate successfully at the 102 level you should have basic survival skills in Spanish. This means that you should be able to talk and write about (making plenty of mistakes) yourself, your friends and family, as well as your daily routine, interests and pastimes. You should also be able to understand another person talking about similar things, and interview other people and report back their responses. You should also be comfortable reading simple texts for general information, and writing basic paragraphs on familiar topics. This course is open to students who have had a university-level language 101, or two years of high school language.

COURSE GOALS AND OBJECTIVES

Upon successful completion of this course:

1. Students are expected to meet the “Novice High” proficiency level as defined by the American Council on the Teaching of Foreign Languages (actfl.org).

This course helps you to continue developing basic communication skills in Spanish while exploring the products, practices and perspectives of Hispanic cultures.

By the end of the course you should be able to:
- understand speakers of Spanish in simple conversations about: themselves, their friends and families, their activities, interests, daily routines, jobs, classes, plans for the future and references to the past.
- talk to speakers of Spanish about the above topics, in phrases and sentences, involving the present and past tenses.
- write in Spanish using complete sentences and paragraphs about the above topics which are comprehensible to a native reader.
- read and understand texts (some prepared specifically for students of Spanish, others authentic) dealing with cultural products and practices related to the above topics.
- identify and compare similarities and differences between your own culture and Hispanic cultures.
- recognize and appreciate the value of learning to communicate in more than one language, and knowing about other cultures.

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 basic 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 elementary level.

3. You will be able to **ask** questions relevant to the analysis and comprehension of a range of elementary written and spoken authentic Spanish texts, dialogues, and other forms of communications.

4. You will be able to **collect** information relevant to reading and writing elementary Spanish texts to produce thoughtful cultural analysis.

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

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

1. You will develop a sense of **Global Identity** and **Global Self-Awareness** as you explore, understand, and learn to appreciate the cultures of the Spanish-speaking world.

2. You will gain a sense of the importance of **Global Communication** and the importance of **Global Language** as you develop your communication skills by creating, processing, and negotiating meaning in Spanish.

3. You will be able to gain an understanding of the impact of **cultural perspectives** in the Spanish-speaking world by adopting other people’s points of view and expressing them in the target language.

**What is this class going to be like?**

**Total immersion in language and culture:** Your instructor and course materials will provide you with numerous opportunities to develop language skills and cultural competence through the use of the target language to hear, read, write and talk about things that are relevant to your life. You should expect to devote at least 2 hours of preparation/homework for each class hour. During every class session you will find yourself immersed in a rich Spanish language environment that will help you learn how to communicate meaningfully in Spanish and collectively explore the language and the cultures. Use it and enjoy it!

**Learning Tips**

1. Relax and don't be afraid to speak up or to make mistakes.

2. Prepare for class on a **daily basis** by studying the vocabulary and the grammar (associate those words and concepts with images, actions, and your own preferences and experiences, just like in class), talking with people that speak Spanish, listening to music in Spanish, watching TV and films in Spanish, and going to your instructor's office hours when you need help.

3. Seize all of the opportunities created for you.

4. Respect the rules of the Spanish-only classroom, and encourage everyone else to do the same.

5. Interact with the Hispanic world around you.

6. Seek out help the moment you think you might be having trouble.

7. Tutors are available during the semester. Your instructor will provide you with the information.

**Attendance & Punctuality**

Considering that this is a performance based- class, a significant part of the course work takes place in the classroom. Therefore, **attendance is mandatory**. Note the following policies:
Any student missing more than 25% of all class meetings automatically fails the course under any circumstances.

However, it is understood that certain circumstances (illness, family emergencies, job interviews, etc.) may lead to frequent or prolonged absences, or to an absence on an important class period (i.e. a test day). Please be sure to contact your instructor as soon as possible in any of these cases. You must present proper documentation and discuss the absence immediately with the instructor, who will then consult with the course coordinator.

Missed exams and presentations cannot be made up or late work accepted. This rule applies whenever you do not count with the proper written documentation. Please, do not ask your instructor to make exceptions, since your request involves putting the rest of the students in the course in a disadvantageous position.

When you miss class it is your responsibility to get in touch with a classmate to find out what you missed, including announcements, assigned homework, etc. Please refrain from emailing your instructor asking for details about the missed class.

Late arrivals disrupt the flow of the class, for both the instructor and fellow students. You are expected to arrive on time. Repeated tardiness will result in a lower participation grade. Arriving late (more than 10 minutes) three times will count as one absence. Arriving more than 25 minutes late is considered an absence.

Absences for the following reasons will not affect your attendance grade and will not be applied towards your three allowed absences: 1) mandatory participation in university-sponsored activities, such as intercollegiate athletic competitions, artistic performances, R.O.T.C. functions, academic field trips; 2) participation in religious observances.

Varsity athletes: Please provide your away game calendar at the beginning of the semester. You are responsible for keeping up with course work and handing assignments in on time.

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

QUizzes: 16% = (4 quizzes x .04)

A minimum of four (4) quizzes will be given during the semester. These quizzes can cover listening, reading comprehension, vocabulary, writing and grammar topics discussed in class. These quizzes serve to measure whether or not you have prepared to participate in the day's activities. If you complete your homework and the self-correct activities in your textbook or from a website, you will do well on the quizzes.

Gen Ed SLOs – Global R: com/ Global R: awareness/ Humanities: Identify/ Humanities: concepts & tools

Oral Assessment - Video: 6%

In order to evaluate how well you have met the communicative objectives of this course, you and your group will prepare an “official” skit on a selected topic (there will be others done in class). You and your group will write the script and record it for submission. The video will be prepared and recorded outside of class and you and your group will uploaded it to MySpanishLab or hand it in a FLASH DRIVE. Your instructor will provide you with a complete description of the oral exam procedures and the grading evaluation criteria as time approaches.

Gen Ed SLOs – Global R: com/ Global R: perspective taking Global R: awareness/ Humanities: collects info

In-Class Writing: 12% = (2 Writing Samples x .06)

The writing samples 1 & 2 will allow you to demonstrate the writing skills that you develop during the semester. Your instructor will use a grading rubric to evaluate your work. A correction code will help you understand and correct errors, and improve your work in general.

You must submit your work on the day marked in the calendar for this purpose. You must provide your instructor with written documentation within 24 hours if you are not able to submit the assignment due to extenuating circumstances. Note: Your instructor will make arrangements for you to make up this missed work, likely on the second or third day following the assignment.

Gen Ed SLOs – Global R: com/ Global R: awareness/ Global R: perspective taking/Humanities: concepts & tools/
Humanities: applies concepts

**EXAMS**

- **Written Exams: 20% = (2 EXAMS x .10)**
  
  There will be two written exams covering the content of two chapters. These exams are listed in bold on the course schedule, and you should note these dates in your personal calendar. The goal of the exams is to assess how well you have assimilated what has been presented in these chapters with regard to Spanish grammar, vocabulary, language, and culture. They will give you the chance to demonstrate the knowledge that you have gained and the skills that you have acquired. They will also help you measure your achievement of course objectives and identify areas that need more work. We administer common exams to all sections of this course. All instructors grade the exams using the same grading criteria; tests are not curved.

  Note: **You must provide your instructor with written documentation within 24 hours** if you are not present for the exam due to “extenuating circumstances”. **You must present written, verifiable proof of an urgent reason or emergency for missing the exam to your instructor.** Students at an approved URI event will be allowed to make-up quizzes and exams if the instructor has been notified in advance.

- **Final Exam: 15%**
  
  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 and will be administered during Final Exams Week (Time & location to be announced). Your individual instructor will announce the make-up final exam, for students with approved conflicts. No exams will be given early. **Only under the most extreme circumstances will a make-up exam be provided.** In case of a last minute emergency, you must contact your instructor.

Gen Ed SLOs – Global R: com/ Global R: awareness/ Humanities: identify /Humanities: concepts & tools

**PARTICIPATION & DAILY PREPARATION: 10% = (4 CLASS PARTICIPATION ASSESSMENTS x .025)**

Learning a second language is an active process that requires that you actually use, do and play with the language. Therefore, every class session you will find yourself immersed in a rich Spanish language environment that will help you communicate meaningfully in Spanish and collectively explore the language and the cultures. For this reason, **all students are expected to engage and actively participate in paired-group activities.**

In order to be prepared for class time, students are expected to devote at least 2 hours of preparation/homework for each class hour by **working on MSL, learning vocabulary, doing assigned practice exercises, etc. outside of class in preparation for class time.** Since your instructor will not be devoting extensive time to the presentation of new grammar, it is important that you write down any questions that arise as you study to bring with you to class.

Your involvement in classroom discussions and activities will be evaluated by your instructor on an on-going basis, and will be officially recorded BIWEEKLY (check your grades in MSL). You may consult with your instructor at any time for feedback on your participation and for suggestions on how it might be improved.

Gen Ed SLOs – Global R: com/ Global R: perspective taking / Humanities: asks questions/Humanities: concepts & tools

**HOMEWORK: 6% - My Spanish Lab (MSL): 15%**

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 My Spanish Lab as part of your coursework. All of these homework assignments are web-based (http://www.myspanishlab.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, regardless of class attendance.

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 MSL assignments are provided as a courtesy, however, students are ultimately responsible for completing homework assignments in accordance with the course schedule. Personal computing problems such as bad Internet connections, residential power outages; browser and operating system failures are not a valid excuse for missing homework deadlines. Students should make every effort to complete their online homework at the Language Learning Resource Center, if their computer fails. The LLRC is located in Swan Hall room 301. Hours: Monday – Thursday: 8:00 a.m. – 8:00 p.m. / Friday: 8:00 a.m. – 5:00 p.m. Late homework is not accepted for a grade. If you need technical help, it is your responsibility to contact tech support at http://www.myspanishlab.com/help.html

GRADE DISTRIBUTION

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:

**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**

Any student with a documented disability is welcome to contact his / her instructor 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 at 330 Memorial Union, 401-874-2098 (http://www.uri.edu/disability/dss/) or the Academic Skills Center, 239 Shepard Building, Alan Shawn Feinstein Providence Campus, 401-277-5221 (http://web.uri.edu/ceps/academic-skills-center/).

**Illness due to the flu**

If any of us develop flu-like symptoms, we are being advised to stay home until the fever has subsided for 24 hours. So, if you exhibit such symptoms, please do not come to class. Notify me at xxx@uri.edu of your status, and we will communicate through the medium we have established for the class. We will work together to ensure that course instruction and work is
completed for the semester.

The Centers for Disease Control and Prevention have posted simple methods to avoid transmission of illness. These include: covering your mouth and nose with tissue when coughing or sneezing; frequent washing or sanitizing your hands; avoiding touching your eyes, nose, and mouth; and staying home when you are sick. For more information please view www.cdc.gov/flu or flu.gov. URI Health Services web page, www.health.uri.edu, will carry advice and local updates.

**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 MySpanishLab 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 final major assignment(s) of 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 Monday, February 12th. You will have received several grades by then and should be able to make an informed decision about continuing in the course.

**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 office hours. Your instructor will have one office hour per week and will provide his/her office location and time on the first day of class. It is strongly recommended that you take advantage of these opportunities for one-on-one contact. Keep a list of the questions that arise as you study, and bring these questions to your instructor for clarification.

Other important information regarding policies

● Students are expected to check MSL 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.
● All cellular phones and electronic devices must be turned off during class time.
● Text messaging is not permitted during class time.
● Eating is not permitted while class is in session.

Evaluation Criteria for Class Participation

NOTE: Frequent absences or late arrivals will adversely affect participation grades.

Outstanding = 90-100 (A) The student:
● is well prepared for class and demonstrates that has significant mastery of new material
● is consistent, enthusiastic about learning, and always has a positive impact on class atmosphere
● participates actively in Spanish in all aspects of classroom activities, including volunteering to answer questions, sharing ideas, and responding to classmates’ ideas
● contributes actively during small-group activities; shows leadership and is crucial to getting the given tasks accomplished; listens attentively when others speak
● successfully achieves the objectives of each lesson
● is always on task and uses practice time wisely
● does not revert to use of English to ask questions or after completing group activities; develops ideas in group activities and relates them to other topics to maximize use of Spanish

Very good = 80-89 (B) The student:
● is prepared for class, and is often able to actively use new material
● shows a positive attitude toward learning and has a positive impact on class atmosphere
● participates regularly in Spanish including asking questions and initiating conversations with instructor and/or classmates; volunteers and shares ideas regularly
● contributes positively during small-group activities and is a valued team member; listens when others speak
● makes a concerted effort to achieve the objectives of each lesson
● stays mostly on task and uses practice time wisely
● does not easily revert to use of English to ask questions of instructor or to converse with classmates after finishing small-group activities

Satisfactory = 70-79 (C) The student:
● is somewhat prepared for class, though sometimes not able to apply new material
● seems somewhat indifferent toward learning or is often distracted during class activities, thus does not positively impact class atmosphere on a regular basis
● participates only when prompted; sometimes contributes and is at least aware of what is going on, but mostly just answers instructor’s questions when called upon
● sometimes contributes during small-group activities; usually listens when others speak
● makes an effort to achieve lesson objectives, although there is room for improvement
● stays occasionally on task; and could make better use of practice time
● resorts too easily to English to ask questions of instructor or to converse with classmates after finishing small-group activities

Improvement Needed = 69 and below (D, F) The student:
● is not well prepared for class, and often is not able to apply new material
• shows a negative attitude toward learning or is completely inattentive during class activities; is disrespectful to instructor or to classmates; talks out of turn or about unrelated topics; has a negative impact on class atmosphere for any number of reasons
• is a passive participant or a non-participant in class activities; is barely engaged and depends on others to carry the load
• rarely contributes during small-group activities; often does not listen when others speak
• makes little or no effort toward achieving lesson objectives; there is significant room for improvement
• is easily distracted and off-task; often wastes practice time
• lapses into English frequently to ask questions of instructor or to converse with classmates; rarely speaks Spanish

SPA 102: ELEMENTARY SPANISH II

COURSE SCHEDULE

SUMMER 2019

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<th>Dates</th>
<th>Lesson</th>
<th>Topics</th>
<th>Homework</th>
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<tr>
<td>WEEK #1 Monday, June 24th</td>
<td></td>
<td>Introduction to the course</td>
<td>• Print syllabus from Website &amp; read in detail</td>
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<td></td>
<td>Introducción al curso</td>
<td>Overview of Syllabus &amp; My Spanish Lab</td>
<td>• Read/study pages 62-64, 67, 96, 98, 118-9, 136 and 156-157</td>
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<tr>
<td></td>
<td>Repaso: Present Tense of Regular verbs, Stem changing verbs, Irregular verbs</td>
<td>Present Indicative Review</td>
<td>• Study Vocab. pg. 187</td>
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<tr>
<td></td>
<td>Repaso: Reflexive verbs, expresiones con TENER</td>
<td>Talking about what you and others do on a regular basis</td>
<td>• Study pgs.190-191, 193, 196, 199, 210</td>
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<td></td>
<td>Repaso: Present Progressive</td>
<td>Describing your daily routines and habits</td>
<td>• MSL</td>
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<td>CAPÍTULO 6: ¡Buen Provecho!</td>
<td>Talking about how you and others feel</td>
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<td></td>
<td>Vocabulary: La comida y las bebidas (pg. 187)</td>
<td>Describing what is happening at the moment</td>
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<td></td>
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<td>Discussing food, eating preferences, and ordering meals</td>
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<td>WEEK #1 Wednesday, June 26th</td>
<td></td>
<td>Talking about things and expressing to whom or for whom</td>
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<td></td>
<td>Indirect object pronouns (pg. 190)</td>
<td>Expressing likes and dislikes</td>
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<td>Verbs: “to say/to tell and to give (pg. 191)</td>
<td>Temas culturales</td>
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<td></td>
<td>Gustar and similar verbs (pg. 193)</td>
<td>Discussing foods, cooking, and recipes</td>
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<td>¿Cuánto saben?</td>
<td>• MSL</td>
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<td></td>
<td>Reading: Mi experiencia: Tren de la ruta del vino (pg. 196)</td>
<td>• Study pg. 202, 203, 206</td>
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<td></td>
<td>Vocabulary: En la cocina</td>
<td>• QUIZ #1 ONLINE</td>
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<td>• Letras y sonidos: The sequences s, z, ce, and ci in Spanish (pg. 200)</td>
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<td>• Review for Exam #1</td>
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<td>WEEK #2 Monday, July 1st</td>
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| **Introduction to Preterit**  
  Tense: regular verbs (pg. 202)  
  Preterit verbs ending in -car,  
  -gar, -zar (pg. 203)  
  Writing activity  
  Verbs with irregular forms  
  in the preterit (pg. 206)  
  Review Preterit |
| **Talking about events in the past**  
  Verbs with a change in “yo”  
  form  
  Talking about what you and  
  others did in the past |
| **Study pg. 219, 222-223, 225**  
  MSL  
  Tarea #1: Pretérito regular +  
  writing  
  Study for exam #1 |

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<th>WEEK #2 Wednesday, July 3rd</th>
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| **EXAM #1 (Previous chapters & chapter 6)**  
  CAPÍTULO 7: ¡A divertirnos!  
  Vocabulary El tiempo libre  
  (pg. 219) “Conversaciones”  
  Irregular verbs in the  
  Preterit (pg. 222): SER, IR,  
  ESTAR, TENER, DAR, &  
  VER  
  Indefinite and negative  
  expressions (pg.225)  
  *Oral Assessment Prompt-Video –Due July 15th.* |
| **EXAM #1**  
  Talking about activities you  
  like to do in your free time  
  Making plans to do  
  something  
  Talking about some  
  activities in the past  
  Talking about indefinite  
  people and things, and some  
  people and things that do not  
  exist |
| **Study pgs. 228, 231-232,  
  234-235**  
  Tarea #2: Audio recording -  
  MSL  
  Study for QUIZ # 2 Online:  
  Preterit  
  MSL |

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<th>WEEK #3 Monday, July 8th</th>
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| **More irregular verbs in the preterit: PODER, PONER,  
  SABER, VENIR, HACER,  
  QUERER, DECIR, TRAER**  
  (pg. 234-235)  
  Quiz #2- Online  
  Reading: Mi experiencia:  
  Una quinceañera (pg.228)  
  Vocabulary: Los deportes y  
  las actividades deportivas  
  (pg 231) |
| **Reporting more past events and activities**  
  Temas culturales  
  Talking about different  
  sports  
  QUIZ # 2  
  Temas culturales |
| **MSL**  
  Study pgs.242, 251-252, 254-255  
  Quiz #2-Online: Preterit  
  Prepare for Writing Sample #1 |

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<th>WEEK #3 Wednesday, July 10th</th>
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| **Reading Panoramas:**  
  Las islas hispánicas del Caribe: Cuba,  
  Puerto Rico, y República  
  Dominicana (pg. 242)  
  CAPÍTULO 8: ¿En qué puedo servirle? |
| **Writing**  
  Actividades culturales  
  Talking about clothes and  
  shopping at a department store  
  Talking about what used to  
  happen and what you used to  
  do in the past  
  Irregular verbs: SER, IR,  
  VER  
  Writing workshop: |
| **MSL**  
  Study pgs. 258 , 260, 263-264,  
  266-267  
  Study Quiz # 3- Online  
  Tarea #3: Audio recording  
  imperfect |
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<th>WEEK #4 Monday, July 15th</th>
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<td>Actividades comunicativas: El reino inca.</td>
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<td>Ordinal numbers (pg. 258)</td>
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<td>Reading: Mi experiencia: De compras en Perú (pg. 260)</td>
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<td>Vocabulary: Tiendas y productos personales (pg. 263)</td>
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<td>Introduction to Preterit vs. Imperfect (pg. 266-267)</td>
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<td>Review: Exam 2</td>
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<td>Giving the order in which things appear or events occur</td>
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<td>Temas culturales</td>
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<td>Shopping for personal care products</td>
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<tr>
<td>Contrasting what happened in the past with something else that was going on</td>
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<tr>
<td>Narrating in the past</td>
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**Oral Assessment videos due Monday, July 15th.**

MSL
ONLINE QUIZ #3
Tarea #4: Writing in pretérito & imperfecto- Online

Study for Exam #2 Chapters 7 & 8
Study pgs. 285, 289, 324

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<th>WEEK #4 Wednesday, July 17th</th>
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<tr>
<td><strong>EXAM #2: (Chapters 7 &amp; 8)</strong></td>
</tr>
<tr>
<td>CAPÍTULO 9: Vamos de viaje</td>
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<tr>
<td><strong>Vocabulario:</strong> En el aeropuerto p. 285</td>
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<tr>
<td>Por vs para (pg. 289)</td>
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<td>Formal commands (pg. 324)</td>
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<td><strong>WRITING SAMPLE #2</strong></td>
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<td><strong>(Take home)- Due Monday, July 23rd.</strong></td>
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<tr>
<td>Exam #2</td>
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<tr>
<td>Signs, instructions, and rules given to no one in particular</td>
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<tr>
<td>Making travel arrangements</td>
</tr>
<tr>
<td>Requesting travel-related information</td>
</tr>
<tr>
<td>Trying to influence another person</td>
</tr>
<tr>
<td>Talking about going to and through places</td>
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<tr>
<td>Describing how and when actions take place</td>
</tr>
</tbody>
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**Study for QUIZ #4: Formal commands – Online Quiz**

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<thead>
<tr>
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<tr>
<td>Vocabulary: Los viajes (pg. 299)</td>
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<td>“Conversaciones”</td>
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<td>Adverbs ending in –mente (pg. 293)</td>
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<td>Reading: Mi experiencia: Auyentepuy: Un viaje de aventura (pg. 296)</td>
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<td>Review Final Exam</td>
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<td>Describing travel and vacation experiences</td>
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<td>Temas culturales actividades auditivas</td>
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**Study for Final Exam**
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<td>WEEK #5 Wednesday, July 24th</td>
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**FINAL EXAM: BLOCK EXAM – JULY 24th, 2019 @ 6:00 PM**