

# SPAN 1110: Spanish I

Offered by the University of New Mexico Valencia Branch Campus

## COURSE DETAILS

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Term/Semester: Spring 2023

Section: 503

Course Registration Number: 50811

Course Length: 16 weeks, 01/16/23 - 05/13/23

Credit Hours: 3

Meeting Type: 100% Online

## INSTRUCTOR CONTACT INFORMATION

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Name: Sarah Peceny (*she/her/ella*)

Email: [speceny2@unm.edu](mailto:speceny2@unm.edu)

Drop-In/Office Hours: Via Zoom, upon request/by appointment. I love meeting with students, so let me know a time that works for you whenever you have a question!

### Contacting Me:

- The best way to contact me is via email at the address listed above. Emails must come from your UNM email address, as we want to ensure that your privacy is protected. I typically respond to emails within 48 hours.
- Students are expected to include their full name, course number (SPAN 1110) and section (503) in each email communication to help me identify and more quickly respond to their needs, since I am teaching multiple classes.
- I will habitually send out course announcements and communications, so students should get in the habit of logging into the course in Canvas and checking their UNM E-mail multiple times throughout the week.

## COURSE DESCRIPTION

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This course is a 3-credit hour course that is fully online, meaning that there are no scheduled meeting times throughout the semester. However, course content and work are assigned with specific deadlines that students will need to adhere to. Since there is no scheduled class time (which would normally be 3 hours a week), this course will require consistent engagement with and completion of course material and assignments for a minimum of **5-7 hours of work per week** to be successful (think of it as spending 1 hour a day on Spanish homework throughout the week!)

SPAN 1110: Spanish I is the first part of a college level introduction to Spanish that promotes language learning in a cultural context. It is designed for students with little or no previous exposure to Spanish. This course will help students develop basic listening, speaking, reading, and writing skills, along with increased intercultural competence. Students will demonstrate their use of the language in interpretive, interpersonal and presentational modes of communication based on the American Council for the Teaching of Languages (ACTFL) [proficiency guidelines](#) to communicate in everyday, familiar situations via recognition and production of practiced or memorized words, phrases, and simple sentences.

## COURSE STUDENT LEARNING OUTCOMES

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Student Learning Outcomes (SLOs) describe in behavioral terms *how* students can demonstrate their progress towards mastery of the stated course goals in the course descriptions. My goal is that by the end of this course, you will be able to do the following:

- Engage in simple exchanges in culturally appropriate ways on familiar topics using contextualized words, phrases, common idiomatic expressions, and simple sentences in highly practiced situations.

- Participate in short social interactions in culturally appropriate ways in everyday situations by means of asking and answering simple questions about people, places, things, and other very familiar topics.
- Fill out simple forms and schedules with basic personal information and write short messages and descriptions about themselves and others using learned phrases and expressions such as likes and dislikes in students' favorite subjects.
- Identify the main idea and some details in a variety of oral, written texts and media on familiar topics in a variety of formats and genres.

## TECHNOLOGY SKILLS AND REQUIREMENTS

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This class was designed for people who are comfortable with technology. We will be learning via various modes; videos, audio, visual presentations, and navigating the web. The class will be intense for those who are not comfortable with multimodal instruction that uses various sites to complete assignments. Be aware that you will be responsible for becoming familiar with all the tools required to complete your assignments. Also be aware that help is always available through campus technology, website assistance, or the instructor.

This class will be using UNM Canvas and Publisher Vista Higher Learning's online platform Supersite, so please make sure that you have access to the following technology to be successful (for direct link to Canvas @ UNM, click [here](#)):

- To ensure the best possible learning experience, owning, or having reliable access to a modern personal computer with virus protection is recommended along with reliable access to high-speed internet.
- Access to a secure and [up to date browser](#). Choose from: Firefox, Chrome, Edge, or Sarafi. Click [here](#) to make sure that your browser settings (pop-up blockers and cookies) are set up to perform with Supersite.
- Access to a webcam, microphone, and internal and/or external computer speakers to create and upload video submissions, listen to live or pre-recorded lectures and videos, etc.
- Reliable word processing software: Microsoft Word and Adobe Acrobat Reader to view, complete and save assignments. UNM students can download MS Office 365 and other applications and software for [free](#).
- Ability to save files in .docx format. Please note that Mac Pages and Google doc files are not accepted for submitted assignments. Both programs have Export or Save As options that let you convert work to .docx.
- Regular and weekly access to [UNM Canvas](#) and your [UNM email](#) account.
- Ability to download and use [Kaltura Capture](#).
- Downloading and being familiar with the Zoom web-conferencing application (for help, click [here](#))
- Click [here](#) for access to how to get started with and use Supersite for completion of your online homework.

## REQUIRED COURSE MATERIALS

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This SPAN 1110 course is using the [Inclusive Access](#) model via the UNM Bookstore's online textbook delivery content distribution platform called RedShelf. This new service enables the bookstore to offer students instant access to online course materials from within UNM Canvas at discounted prices. Please do not purchase your access anywhere outside of the RedShelf link in Canvas. Enter the course in Canvas to see extensive instructions on how to access your textbook and create your Supersite account to begin completing homework for the course.

*Vistas* (6<sup>th</sup> edition) (ISBN 978-1-54330-813-6) Supersite Plus + WebSAM  
 Inclusive Access: Lecciones 1-5 / 6-month access  
 Access available via your course in Canvas

**IMPORTANT!** Please note that your student Bursar's account will be charged automatically for the access to the E-text and online student homework platform right after the UNM's Last Day to Drop date: 5:00PM, Friday, February 3, 2023, at the price listed on the bookstore's website.

## GRADING INFORMATION & BRIEF ASSIGNMENT DESCRIPTIONS

**\*Syllabus and Course Preparation Quiz:** To remain the class, students must successfully complete the Syllabus and Course Preparation Quiz with a 100%. You can take it as many times as you need to pass it with a 10/10. It is important that students complete this as soon as possible to be able to submit the first week's homework! Failure to complete this quiz within the first three weeks of class may result in a student being dropped from the course. It is important that we all start on the same page of understanding and that you have had an opportunity to fully explore the syllabus, calendar, and textbook access and set-up to be successful!

ASSESSMENTS	POINTS	GRADING SCALE		
Supersite Homework Ch. 1-5 (5 X 10pts per Ch.)	50	A+ 97.0-100	C+ 77.0-79.9	F 00-59.9
Supersite Ch. Quizzes (4 X 5pts per Ch.)	20	A 93.0-96.9	C 73.0-76.9	
Canvas Assignments (10 X 5pts each)	50	A- 90.0-92.9	C- 70.0-72.9	
Integrated Performance Assessments (2 X 15pts each)	30	B+ 87.0-89.9	D+ 67.0-69.9	
		B 83.0-86.9	D 63.0-66.9	
<b>TOTAL</b>	<b>150 pts</b>	B- 80.0-82.9	D- 60.0-62.9	

### VHL SUPERSITE

Students will see instructions on how to access Vista Higher Learning's (VHL) Supersite online homework platform and access to the e-book via their website: <https://www.vhlcentral.com>. It is important that students begin the class early to set up their account and access the course texts.

#### ▪ SUPERSITE HOMEWORK

This class will be using the online student learning manual that comes along with your textbook *Vistas*, which is called Supersite. Supersite provides practice of the material presented in your textbook. It is divided into a Workbook section, which focuses on vocabulary, grammar, reading, and writing practice; and a Laboratory Manual section, which focuses on pronunciation and listening comprehension. The online work provides immediate feedback so you can monitor your progress. All online exercises should be submitted before or on the assigned due date. You have unlimited attempts for each activity because the most important thing to me is that you keep engaging with the homework to gain a better understanding. Late Supersite homework activities will be penalized at 5% a day. It is important that students review materials and complete specific homework each week so that you have sufficient opportunities to practice and master the material presented in class to be better prepared to take quizzes at the end of each chapter.

#### ▪ SUPERSITE QUIZZES

There will be a quiz at the end of each Lección (chapter) called "Lesson Tests". You are assigned practice review quizzes and reviews before you take these quizzes to help prepare you and you will see an instructor note that says "This is the Supersite Lección # Quiz. You only have 2 attempts to submit the quiz!". We are covering 5 chapters during this class, so there will be 5 "Lesson Tests". The lowest grade of the 5 quizzes will be dropped automatically. You will complete these via Supersite and will have 2 opportunities to submit the quiz with the best score being kept.

### CANVAS ASSIGNMENTS

This course will have multiple assignments that students will need to access and complete via the weekly modules. These assignments will vary in their requirements. Some may be discussion boards that require a video upload of a response, others may be reading or listening activities with written responses, etc., and they

may include interaction and responses to material in both Spanish and English. Each will further expose students to Spanish-speaking cultures, history, entertainment, food, recent events, and language, while allowing us all some additional opportunities to practice the language and get to know each other better! Any homework assigned that will need to be completed and submitted via Canvas (canvas.unm.edu) is enabled for an unlimited number of attempts, so if you accidentally uploaded the incorrect version of an assignment, or you need to make changes, you can still upload them to Canvas before the due date. No late Canvas assignments will be accepted without documented extenuating circumstances and may be subject to having points taken off or being given a 0.

### **INTEGRATED PERFORMANCE ASSESSMENTS (IPAs)**

Integrated Performance Assessments (IPAs) are performative tasks that will serve as exams in this course. They are a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom and they will use more authentic materials. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics that rate performance in terms of whether the performance meets expectations, exceeds expectations, or does not meet expectations for the task. There will be two in this course. The theme, grammar, and vocabulary will deal with content from Lecciones 1-3 for the first IPA, and Lecciones 4-5 for the second IPA. IPAs will be available on Canvas and must be submitted within a timed period upon opening the assessment. This is a more realistic way to measure your growth in learning and using Spanish! No late IPAs will be accepted without documented, extenuated circumstances and may be subject to having points taken off or being given a 0.

## **COURSE POLICIES**

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### **ATTENDANCE**

As there are no face-to-face or synchronous meetings for this course, there is no attendance policy or points awarded for attendance in this course. Please keep in mind that learning a new language well requires consistent effort. In the online classroom, attendance and participation are determined by your involvement and engagement with the weekly assignments. Students must log-in to Canvas and complete all required assignments as outlined on the course schedule.

### **ASSIGNMENT UPLOADS TO CANVAS**

Assignments for this course will be completed outside of class and will vary in topics and formats and they must all be submitted via Canvas. Only the instructor can see your submitted assignments. NOTE: All assignments must be submitted via .DOC/.DOCX (Microsoft Word) or .PDF, unless otherwise noted by the instructor. Links to Google Docs will not be accepted – if a student is working in Google Docs, work can be downloaded and saved as a .DOC/.DOCX file. It is the student's responsibility to ensure that assignments are submitted in the proper format. Click [here](#) to get additional information on how to successfully submit an assignment in Canvas.

### **BEHAVIOR, CONDUCT, AND NETIQUETTE**

We want to make sure that we all work together to create a safe learning environment for everyone. This class encourages different perspectives related to factors such as gender, race, nationality, ethnicity, sexual orientation, personal struggles, religion, and other relevant cultural identities. As such, we must all seek to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating. To foster a productive learning environment, the University requires that all students adhere to [Code of Student](#)

**Conduct** in the “Pathfinder-Student Handbook”. Please also refer to UNM’s **Netiquette** expectations for further information.

### **E-MAIL AND CANVAS COMMUNICATIONS**

For this class, students are expected to check their UNM E-mail and any Canvas Course Announcements at least every other day. It is the student’s responsibility to thoroughly read information provided by the instructor that may help support them in the class. Professional conduct is always expected. Please observe appropriate and respectful academic language in all course communications and submissions. Students should take pride and care in all their communications and submissions in this course. Appropriate use of vocabulary, grammar, and punctuation in English communications with me are a must.

### **COURSE CALENDAR**

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The course calendar is an addendum to this document and is posted and updated regularly on Canvas. All material on the course calendar is subject to change. The instructor will keep these documents updated and notify students via email of any changes to the course calendar.

### **UNIVERSITY POLICIES**

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#### **LEARNING ACCOMMODATIONS**

UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact the [Equal Access Services](#) at Valencia campus or the [Accessibility Resource Center](#) at [arcsrvs@unm.edu](mailto:arcsrvs@unm.edu) or by phone at 505-277-3506 if you are a main campus student.

#### **TITLE IX STATEMENT**

Our classroom and University should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the [LoboRESPECT Advocacy Center](#) and the support services listed on its website, which include confidential report centers. Please note that any UNM Instructors and Academic Advisors are considered “responsible employees” by the Department of Education. Because of this, any disclosure made to a faculty member, TA, GA, or Advisor of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) must be reported by them to the University’s Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please click [here](#).

#### **ACADEMIC INTEGRITY AND RESPECTFUL AND RESPONSIBLE LEARNING**

We all have shared responsibility for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your own work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure. Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively. Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. You can only learn the course material if you complete and submit your own work and properly cite any work that is not your own. UNM preserves and protects the integrity of the academic community through multiple policies including policies on [student grievances](#), [academic dishonesty](#), and a [respectful campus](#).

**AFFIRMED NAMES AND PERSONAL PRONOUNS**

As your instructors, we are committed to using your affirmed name and pronouns. As a standard of practice, we ask that everyone please share what name and pronouns you use with your instructors and classmates if you are comfortable. Class rosters and University data systems, including Canvas, are provided to instructors with the student's legal name and legal gender marker. As a UNM student, you only can change how your legal name shows up on class rosters and within web-enhanced courses via **LoboWeb** (see [FastInfo #7683](#)) to reflect your preferred name. This option is helpful for various student populations, including but not limited to students who abbreviate their first name, students who use their middle name, international students, transgender students, etc. Visit the [Office of Equal Opportunity's](#) webpage for additional information. From within Canvas, you can add a profile picture, select your personal pronouns, and even add a biography with information about you and your major. You can also set up email and notifications of announcements from within these same account preferences in Canvas.

**CITIZENSHIP AND/OR IMMIGRATION STATUS**

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

**CONNECTING TO CAMPUS AND FINDING SUPPORT**

UNM Valencia has many resources and centers to help you thrive. Please visit their website to see information on access to resources near you: <https://valencia.unm.edu/students/student-resources/index.html>. UNM Main campus also has a multitude of support that any of our branch students can access including [opportunities to get involved](#), [mental health resources](#), [academic support including tutoring](#), and [resource centers](#). You can also access important scheduling dates by visiting the UNM [Registrar's website](#). Your advisor, staff at the [resource centers](#) and [Dean of Students](#), and I can help you find the right opportunities for you.

# SPAN 1110-503: Spanish I Calendar

(\*Subject to change – most updated version will always be found on UNM Canvas)

Date	Weekly Learning Objectives	Review content from e-textbook and Canvas Weekly Module	Homework, Quizzes, Assessments (Due before 11:59PM on Sundays)
<b>1ª SEMANA</b> <b>(1<sup>ST</sup> WEEK)</b> Jan 16-22	<ul style="list-style-type: none"> <li>▪ Review course syllabus, calendar, welcome module</li> <li>▪ Learn and practice: basic greetings, introductions, and courtesy expressions</li> <li>▪ Identify yourself, others, and objects</li> <li>▪ Use polite expressions</li> <li>▪ Learn the Spanish alphabet</li> <li>▪ Learn informal greetings and leave takings</li> <li>▪ Learn the gender of nouns</li> <li>▪ Learn about definite and indefinite articles</li> <li>▪ Learn numbers 0–30 and perform simple math problems</li> <li>▪ Use <b>hay</b></li> </ul>	<b>Lección 1: Hola ,¿qué tal?</b> Introduction, p. 1 <i>Contextos</i> , p. 2-5 <i>Pronunciación</i> , p. 9 <i>Estructura 1.1</i> Nouns and articles, p. 12-15 <i>Estructura 1.2</i> Numbers 0–30, p. 16-18	Syllabus and Course Preparation Quiz [Required to remain enrolled in class] Supersite Homework Canvas Assignment
<b>2ª SEMANA</b> <b>(2<sup>ND</sup> WEEK)</b> Jan 23-29	<ul style="list-style-type: none"> <li>▪ Identify people and things, indicate possession, describe origin, and talk about professions or occupations</li> <li>▪ Ask for and tell time</li> <li>▪ Talk about the time of day</li> <li>▪ Review grammar concepts from Lesson 1</li> </ul>	<b>Lección 1: Hola ,¿qué tal?</b> <i>Estructura 1.3</i> Present tense of <b>ser</b> , p. 19-23 <i>Estructura 1.4</i> Telling time, p. 24-27 <i>Recapitulación</i> , p. 28-29	Supersite Homework Canvas Assignment
<b>3ª SEMANA</b> <b>(3<sup>RD</sup> WEEK)</b> Jan 30-Feb 5	<ul style="list-style-type: none"> <li>▪ Learn names for people, places, and things at the university</li> <li>▪ Talk about classes</li> <li>▪ Talk about likes and dislikes</li> <li>▪ Talk about location and direction</li> <li>▪ Learn Spanish vowels</li> <li>▪ Talk about activities in the present tense</li> <li>▪ Form negative sentences</li> <li>▪ Talk about likes and dislikes</li> </ul>	<b>Lección 2: En la Universidad</b> Introduction, p. 39 <i>Contextos</i> , p. 40-43 <i>Pronunciación</i> , p. 47 <i>Estructura 2.1</i> Present tense of <b>-ar</b> verbs, p. 50-54 The verb <b>gustar</b> , p. 52	Supersite Lección 1 Quiz Supersite Homework
<b>4ª SEMANA</b> <b>(4<sup>TH</sup> WEEK)</b> Feb 6-12	<ul style="list-style-type: none"> <li>▪ Talk about activities in the present tense</li> <li>▪ Form negative sentences</li> <li>▪ Talk about likes and dislikes</li> <li>▪ Ask and answer simple questions in Spanish</li> <li>▪ Talk about people’s health and well-being</li> <li>▪ Describe the location of a person or object</li> <li>▪ Learn numbers 31+ and perform simple math</li> </ul>	<b>Lección 2: En la Universidad</b> <i>Estructura 2.2</i> Forming questions in Spanish, p. 55-58 <i>Estructura 2.3</i> Present tense of <b>estar</b> , p. 59-62 <i>Estructura 2.4</i> Numbers 31 and higher, p. 63-65	Supersite Homework Canvas Assignment

<b>5ª SEMANA</b> <b>(5<sup>TH</sup> WEEK)</b> Feb 13-19	<ul style="list-style-type: none"> <li>▪ Review grammar concepts from Lesson 2</li> <li>▪ Writing, reading, listening, speaking tips</li> </ul>	<b>Lección 2: En la Universidad</b> <i>Recapitulación</i> , p. 66-67	Supersite Homework Supersite Lección 2 Quiz Canvas Assignment
<b>6ª SEMANA</b> <b>(6<sup>TH</sup> WEEK)</b> Feb 20-26	<ul style="list-style-type: none"> <li>▪ Talk about families and professions</li> <li>▪ Talk about family</li> <li>▪ Describe people</li> <li>▪ Talk about plans</li> <li>▪ Talk about age</li> <li>▪ Learn about diphthongs and linking</li> <li>▪ Read about surnames and families</li> <li>▪ Describe people and things</li> </ul>	<b>Lección 3: La familia</b> Introduction, p. 77 <i>Contextos</i> , p. 78-81 <i>Pronunciación</i> , p. 85 <i>Cultura</i> , p. 86-87 <i>Estructura 3.1</i> Descriptive adjectives, p. 88-92	Supersite Homework Canvas Assignment
<b>7ª SEMANA</b> <b>(7<sup>TH</sup> WEEK)</b> Feb 27-Mar 5	<ul style="list-style-type: none"> <li>▪ Express ownership</li> <li>▪ Use the present tense (-er and -ir verbs)</li> <li>▪ Learn the forms of <b>tener</b> and <b>venir</b></li> <li>▪ Talk about what you have and what you have to do</li> <li>▪ Talk about how you feel using <b>tener</b></li> </ul>	<b>Lección 3: La familia</b> <i>Estructura 3.2</i> Possessive adjectives, p. 93-95 <i>Estructura 3.3</i> Present tense of -er & -ir verbs, p. 96-99 <i>Estructura 3.4</i> Present tense of <b>tener</b> & <b>venir</b> , p. 100-103	Supersite Homework Canvas Assignment
<b>8ª SEMANA</b> <b>(8<sup>TH</sup> WEEK)</b> Mar 6-12	<ul style="list-style-type: none"> <li>▪ Review grammar concepts from Lesson 3</li> <li>▪ Writing, reading, listening, speaking tips</li> </ul>	<b>Lección 3: La familia</b> <i>Recapitulación</i> , p. 104-105	Supersite Homework Supersite Lección 3 Quiz
<b>9ª SEMANA (9<sup>TH</sup> WEEK): FERIADO / SPRING BREAK MAR 13-19</b>			
<b>10ª SEMANA</b> <b>(10<sup>TH</sup> WEEK)</b> Mar 20-26	<ul style="list-style-type: none"> <li>▪ Review and practice of writing, reading, listening, and speaking skills to prepare for Integrative Performance Assessment</li> </ul>	Review vocabulary and grammar from Lecciones 1-3	<b>IPA CHAPTERS 1-3</b>
<b>11ª SEMANA</b> <b>(11<sup>TH</sup> WEEK)</b> Mar 27-Apr 2	<ul style="list-style-type: none"> <li>▪ Make plans and invitations</li> <li>▪ Talk about pastimes</li> <li>▪ Learn about word stress and accent marks</li> <li>▪ Read about soccer rivalries and famous athletes</li> <li>▪ Learn the forms of <b>ir</b></li> <li>▪ Express future events</li> <li>▪ Express <i>let's...</i></li> </ul>	<b>Lección 4: Los pasatiempos</b> Introduction, p. 115 <i>Contextos</i> , p. 116-119 <i>Pronunciación</i> , p. 123 <i>Cultura</i> , p. 124-125 <i>Estructura 4.1</i> Present tense of <b>ir</b> , p. 126-128	Supersite Homework Canvas Assignment



<b>12a SEMANA (12<sup>TH</sup> WEEK)</b> Apr 3-9	<ul style="list-style-type: none"> <li>▪ Speak in the present tense using stem-changing verbs (<b>e:ie, o:ue</b>)</li> <li>▪ Speak in the present tense using stem-changing verbs (<b>e:i</b>)</li> <li>▪ Use verbs with irregular <b>yo</b> forms</li> </ul>	<b>Lección 4: Los pasatiempos</b> <i>Estructura 4.2</i> Stem-changing verbs: <b>e:ie, o:ue</b> , p. 129-132 <i>Estructura 4.3</i> Stem-changing verbs: <b>e:i</b> , p. 133-135 <i>Estructura 4.4</i> Verbs w/irregular <b>yo</b> forms, p. 136-139	Supersite Homework Canvas Assignment
<b>13ª SEMANA (13<sup>TH</sup> WEEK)</b> Apr 10-16	<ul style="list-style-type: none"> <li>▪ Review grammar concepts from Lesson 4</li> <li>▪ Writing, reading, listening, speaking techniques</li> </ul>	<b>Lección 4: Los pasatiempos</b> <i>Recapitulación</i> , p. 140-141	Supersite Homework Supersite Lección 4 Quiz
<b>14ª SEMANA (14<sup>TH</sup> WEEK)</b> Apr 17-23	<ul style="list-style-type: none"> <li>▪ Talk about travel and vacations</li> <li>▪ Talk about seasons and weather</li> <li>▪ Learn ordinal numbers</li> <li>▪ Talk with hotel personnel</li> <li>▪ Describe a hotel</li> <li>▪ Talk about how you feel</li> <li>▪ Pronounce <b>b</b> and <b>v</b></li> <li>▪ Describe conditions and emotions</li> </ul>	<b>Lección 5: Las vacaciones</b> Introduction, p. 151 <i>Contextos</i> , p. 152-157 <i>Pronunciación</i> , p. 161 <i>Estructura 5.1 Estar</i> with conditions and emotions, p. 164-165	Supersite Homework Canvas Assignment
<b>15ª SEMANA (15<sup>TH</sup> WEEK)</b> Apr 24-30	<ul style="list-style-type: none"> <li>▪ Talk about an action that is in progress</li> <li>▪ Understand the uses of <b>ser</b> and <b>estar</b></li> <li>▪ Learn about direct objects</li> </ul>	<b>Lección 5: Las vacaciones</b> <i>Estructura 5.2</i> The present progressive, p. 166-169 <i>Estructura 5.3 Ser</i> and <i>estar</i> , p. 170-173 <i>Estructura 5.4</i> Direct object nouns and pronouns, p. 174-177	Supersite Homework Canvas Assignment
<b>16ª SEMANA (16<sup>TH</sup> WEEK)</b> May 1-7	<ul style="list-style-type: none"> <li>▪ Review grammar concepts from Lesson 5</li> <li>▪ Writing, reading, listening, speaking techniques</li> </ul>	<b>Lección 5: Las vacaciones</b> <i>Recapitulación</i> , p. 178-179 Review vocabulary and grammar from Lecciones 4-5	Supersite Homework Supersite Lección 5 Quiz Course Evaluation
<b>FINALS WEEK</b>	<b>IPA CHAPTERS 4-5 DUE BEFORE 11:59PM TUESDAY, MAY 10<sup>TH</sup></b>		