

Advanced Spanish Full Year 2021-2022
Instructor: Señor Robert Smith
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See Canvas for office hours

I. Required Text/Materials

- 1) *Sueña – español sin barreras*, Vista Higher Learning, Blanco & Colbert.

II. Course Description

This course is available for dual credit. Please refer to the guidance department and your advisor if you want to enroll in dual credit with Ivy Tech.

This course is designed to continue developing your proficiency in speaking, listening, reading, and writing. You will learn to communicate better in Spanish in everyday situations and gain knowledge and understanding of the Spanish-speaking cultures of the world. The course will be conducted almost exclusively in Spanish and students are expected to use Spanish *abundantly and at all times* in class. (See Evaluación de participación RUBRIC)

III. Objectives and Expectations

Communicative proficiency. Language study should be viewed as part of what makes you an educated person. In this course we weave together content language learning and interactive tasks in which information is exchanged. You will further develop communicative proficiency in speaking, listening, writing, and reading. Research has shown that languages are best learned when real-world information is the focus of activities and when students engage in meaningful communicative tasks. At the Intermediate level, language learners are expected to be at the Intermediate level according to the ACTFL guidelines.

This broadly implies that students are able to:

- create with the language by combining and recombining learned elements
- initiate, minimally sustain, and close in a simple way basic communicative tasks
- ask and answer questions

As such, course activities will be designed to foster students' language growth in these areas and to help transition them to the next level in their Senior year.

Use of Spanish and daily preparation.

The course will be conducted in Spanish only. You are expected to attend class, to use only Spanish in class, and to participate actively. If you don't hear and speak Spanish in class, where else will you get to practice? If you don't practice, how will you improve? You are ultimately responsible for what you do and don't do both inside and outside the classroom. There are daily tasks to prepare--some graded and some ungraded--and you are expected to **complete ALL** of them as part of your preparation for class.

Study advice. Work to create mental images of what you hear and read, going from concept to Spanish and vice versa. (e.g., When you learn that *la cola* = tail, don't think "Oh, *cola* is tail." Instead,

think *la cola* and imagine the swishing tail of a furry, four-legged, meowing or barking critter, and describe it in Spanish: *cola es una parte del perro; se mueve cuando está contento*). Learning is an active pursuit, so find opportunities to hear, speak, read, and write in Spanish regularly. Use all course materials to their fullest, and let me know if you are having difficulty. It's natural that you'll not understand absolutely everything you read and hear, but if you are committed and enthusiastic, you will make progress.

Electronic communication.

Canvas : Here I post the syllabus, any schedule changes, practice exercises and announcements. It is your responsibility to check Canvas and PowerSchool regularly to not miss anything. To discuss grades, come to my office. I do not discuss grades by e-mail, as it is not a secure forum.

IV. Grade Components and Grading Scale

Grade Scale:	A = 93% - 100%	C+ = 77% - 79%
	A- = 90% - 92%	C = 73% - 76%
	B+ = 87% - 89%	C- = 70% - 72%
	B = 83% - 86%	
	B- = 80% - 82%	D* = below 70%

**Grade Categories and percentages:

In-class activities & oral participation	= 15%
Homework Assignments	= 20%
Quizzes	= 25%
Tests/Essays/Projects	= 40%

*** (Grade categories are likely to change if this course goes 100% online due to COVID. Any changes will be discussed with you before they are implemented)*

V. Participación y Preparación. Your active participation is essential to your personal success in learning and to everyone's success in having a rewarding classroom experience. Successful language study requires a **significant** amount of work and attention to detail and should be done **on a daily basis**. Those who use their Spanish regularly and engage in practice extensively perform better and excel faster in their language abilities. It is in your best interest to regularly complete practice exercises, and personal responsibility in completing practice exercises is a must.

VI. Pruebas y exámenes. There will be quizzes and tests on the use and application of vocabulary, grammar covered in each chapter, literature, content related to the short films/videos as well as culture (readings from the text and presentations by peers in class). If you miss any assessment, you must notify me immediately and give me timely and appropriate documentation to schedule a make-up which will be taken in my office during my office hours. If there is a conflict of time, we can work

something out but it is imperative that you communicate with me quickly after you return from your absence.

VII. Presentaciones y mini-ensayos. You will perform personal-topic presentations: Topics of the oral presentations will be provided to you by the instructor. Presentations will be 2 min. in length. You are not allowed to read from note cards during the presentations. In addition you will write at least one essay that incorporates the chapter grammar and relevant vocabulary.

VIII. Miscellaneous

Electronic devices. All electronic devices should be turned off in class unless instructed otherwise by the instructor. If you use any electronic device without the instructor's permission your participation will be significantly reduced. Please notify me if you have a medical device that emits sounds or a medical emergency for which you must have your device on.

Attendance/Absences. You are responsible for all announcements and material covered in class. Whether excused or unexcused, you may not use an absence as a reason for not being prepared or failing to turn in work. It is **your** responsibility to check Canvas to learn what we went over and what to prepare for next time. If you are absent for an excusable reason you must provide me with appropriate, timely documentation in advance of your absence. If an emergency causes your absence, notify me immediately to schedule a make-up or receive credit for late work. This is only allowed in extreme cases.

Homework credit: All homework must be emailed to me before your next Spanish class begins. If it is not received or is received late (after the start time of the next Spanish class) it will receive a zero. If you have some compelling reason why you didn't complete the homework on time, please come see me in my office and we can discuss it. Do not contact me via email to discuss missing homework.

Regular attendance is mandatory for passing this class. The attendance guidelines here at the Academy are strictly enforced. You will be counted tardy if you arrive late to class **up to 10 minutes after** class is scheduled to begin, and absent if you arrive **more than 10 minutes late**. Sleeping in class is an **unexcused absence**.

Indiana Academy Unexcused Absence Policy (New Spring addendum)

It is the policy of the Indiana Academy that any absence from class is unexcused, except for illness, death in the family, college or school-related activities, and extenuating circumstances. When a student is absent from a class, the instructor reports the student absence to the Faculty Attendance Coordinator in the Office of Academic Affairs. Unless the absence is excused by a school official, it is considered unexcused. The decision as to whether an absence is excused is not determined by the instructor.

You are expected to attend every class. You are allowed one unexcused absences without penalty. Each additional unexcused absence will be penalized as follows: Unexcused absences= Loss of credit for any assignment that pertains to the date of the missed class; a 10% reduction in your participation grade for each missed class; a 10% reduction in a test grade if taken on the day of the unexcused absence. Four (4) or more unexcused absences will lead to academic and residential consequences beyond the scope of this class determined by the Office of Academic Affairs (i.e., residential groundings, parent/principal conference, and/or detention).

Academic Integrity.

Honesty, trust, and personal responsibility are fundamental attributes of the Indiana Academy community. Because language should be communicative, students are encouraged to collaborate in their studying. You may make judicious use of advice from native speakers and tutors. However, this does not mean copying someone else's work or letting someone copy your work. It means working with a partner to gain a better understanding of the material, drill conjugations and vocabulary, read the literature together, etc. All work that you turn in – *in class or otherwise* – must be your own and completed without *any* kind of outside assistance. If you have questions about what constitutes “your own” work, please see me. ***Plagiarism will not be tolerated.*** *Academic dishonesty will result in a grade of zero for the assignment and other penalties outlined in the Student Handbook.*

Feedback. Please give me feedback on how the course is going. My aim is for you to progress in your Spanish abilities and to learn about the Spanish-speaking world, and it is important to me that you find your learning experience to be valuable, challenging, and enjoyable. You may speak to me in person about any concern you have or you can contact me through email. If you are more comfortable, you may put a note in my mailbox, anonymously if you prefer.

Diversity: Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources found at <http://cms.bsu.edu/campuslife/multiculturalcenter>.

Indiana Academy Mask Policy:

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The Indiana Academy will follow [Ball State University's mask policy](#) (see Section IV). Based on current CDC guidance recommending the wearing of face masks for all people – regardless of vaccination status – in public indoor settings in communities where the rate of coronavirus transmission is high or substantial, all employees, students, and campus visitors are required to wear a mask while inside any University building. This requirement is effective on August 9, 2021. Fully vaccinated people are not required to wear masks outdoors.

Individuals who are not fully vaccinated for COVID-19 are required to wear face masks while inside campus buildings and outside when physical distancing cannot be maintained.

If a student declines to wear a face mask as required, the student will be referred to the Director of Academic Affairs or the Director of Residential Affairs. If the situation occurs in a classroom or other academic setting, it is considered a classroom management issue, and the teacher will remind the student of the requirement and give the student a chance to comply with it prior to referring the

matter to the Director of Academic Affairs or the Director of Residential Affairs. Wearing masks is crucial to preventing the spread of COVID-19 to others.

VII: Class Oral Participation Grade: The following rubric will be used to grade your participation in class and will count as 15% of your semester grade. We will discuss this in class. If you have any questions about your participation grade as we go through the semester, please contact me by email or visit me in my office.

Title IX STATEMENT:

Ivy Tech Community College is committed to providing all members of the College community with a learning and work environment free from sexual harassment and assault. Ivy Tech students have options for getting help if they have experienced sexual assault, relationship violence, sexual harassment or stalking. This information can be found at <https://www.ivytech.edu/prevent-sexual-violence/index.html>.

If students write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking, federal law and Ivy Tech policies require that instructors share this information with the Campus Title IX Coordinator. The Campus Title IX Coordinator will contact students to let them know about accommodations and support services at the College and in the community as well as options for holding accountable the person who harmed them. When contacted, students are not required to speak with the Campus Title IX Coordinator.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to their instructor, students can speak confidentially with certain individuals at the College or in the community. A list of these individuals can be found at <https://www.ivytech.edu/prevent-sexual-violence/index.html> under Confidential Employees and/or Community Resources.

Evaluación de participación

Grade Requirements

A

- Your participation is outstanding (**your presence contributes positively to the learning environment**).
- You are always eager to speak Spanish (you ask and answer questions and risk speaking Spanish; in fact, you use only Spanish during the class period).
- You voluntarily raise your hand and participate many times during each class with **very high accuracy** for the materials covered in the class.
- You are **FULLY prepared** for class with all the homework completed on time with very few errors.
- You are in class **on time** and always ready to participate.
- You are cooperative and respectful towards the class, peers, and the instructor.

B

- Your participation is very good.

- You are always eager to speak Spanish (you ask and answer questions and risk speaking Spanish).
- You voluntarily raise your hand and participate during each class.
- You are in class **on time** and always ready to participate.
- You are **FULLY prepared** for class with all the homework completed with some errors.
- You are cooperative and respectful towards the class, peers, and the instructor.

C

- Your participation is satisfactory.
- You rarely risk speaking Spanish unless you are called upon (you use English on several occasions during class period).
- You rarely voluntarily raise your hand to participate.
- You are in class on time.
- You are partially prepared for class.
- You are cooperative and respectful towards the class, peers, and the instructor.

D*

- Your participation is deficient.
- You rarely speak in Spanish.
- You do not volunteer in class.
- You come to class unprepared. There is no evidence that you have completed your homework.

Course Overview: This is a general guideline which is subject to change. If there is a change, it will be announced in advance.

SYLLABUS / PLAN DE ESTUDIOS

(Classes meet 3 times a week for 1 hour. Note: There are 14 weeks of content; the remaining 3 hours are for review, a midterm, and holidays. They are not built in to the syllabus.)

Semana / Día	Objetivos	Libro	Tarea para la próxima clase

Semana 1 Día 1 L1	<ul style="list-style-type: none"> • Read about the survival instinct • Learn and practice terms related to personal relationships 	<ul style="list-style-type: none"> • Introduction to the course • Lección 1: Introduction, pp. 2–3 • <i>Para empezar</i>, pp. 4–5 • <i>Cortometraje:</i> pre-viewing, pp. 6–7 	<ul style="list-style-type: none"> • SAM*: <i>Lección 1: Para empezar</i> • Supersite: <i>Lección 1: Para empezar; Cortometraje:</i> watch <i>Café para llevar</i>
Semana 1 Día 2 L1	<ul style="list-style-type: none"> • Read about Argentine tourism in Uruguay • Watch and discuss a short film about a romantic relationship 	<ul style="list-style-type: none"> • <i>Cortometraje: Café para llevar</i>, pp. 6–11 	<ul style="list-style-type: none"> • SAM WB: <i>Lección 1: Imagina</i> • Supersite: <i>Lección 1: Imagina: Estados Unidos, Galería de creadores</i>
Semana 1 Día 3 L1	<ul style="list-style-type: none"> • Read about Spanish in the United States • Read about famous Latinos in the United States • Learn about Spanish-speaking artists from the United States 	<ul style="list-style-type: none"> • <i>Imagina</i>, pp. 12–16 	<ul style="list-style-type: none"> • Start preparing <i>Proyecto</i>, p. 16, to be presented on day 5 • SAM: <i>Lección 1: Estructuras 1.1</i> • Supersite: <i>Lección 1: Imagina: Flash Cultura; Estructuras 1.1</i>
Semana 2 Día 4 L1	<ul style="list-style-type: none"> • Watch and discuss a video about meeting points in Madrid • Communicate in the present tense 	<ul style="list-style-type: none"> • <i>Flash Cultura</i>, p. 17 • <i>Estructuras 1.1</i>, The present tense, pp. 18–21 	<ul style="list-style-type: none"> • Complete <i>Proyecto</i>, p. 16, to be presented on day 5 • SAM: <i>Lección 1: Estructuras 1.2</i> • Supersite: <i>Lección 1: Estructuras 1.2</i> • <i>Manual de gramática 1.4</i>, pp. 382–383

Semana 2 Día 5 L1	<ul style="list-style-type: none"> Express traits vs. conditions Give an oral presentation about Latino culture in the United States 	<ul style="list-style-type: none"> <i>Estructuras 1.2, Ser and estar</i>, pp. 22–25 Present <i>Proyecto</i>, p. 16 	<ul style="list-style-type: none"> SAM: <i>Lección 1: Estructuras 1.3</i> Supersite: <i>Lección 1: Estructuras 1.3</i> <i>Manual de gramática 1.5</i>, pp. 384–385
Semana 2 Día 6 L1	<ul style="list-style-type: none"> Talk about likes and dislikes Soften requests Communicate using verbs that follow the same pattern as gustar 	<ul style="list-style-type: none"> <i>Estructuras 1.3, Gustar</i> and similar verbs, pp. 26–29 <i>Síntesis</i>, p. 30 <i>Cultura: pre-reading</i>, p. 31 	<ul style="list-style-type: none"> Read <i>Corriente latina</i>, p. 33 SAM WB/Supersite: <i>Lección 1: Composición</i> Supersite: <i>Lección 1: Cultura; Cultura en pantalla</i>
Semana 3 Día 7 L1	<ul style="list-style-type: none"> Read about Hispanic immigration 	<ul style="list-style-type: none"> <i>Cultura: Corriente latina</i>, pp. 31–34 <i>Literatura: pre-reading</i>, p. 35 Go over ideas for <i>Escribir</i>, p. 38 	<ul style="list-style-type: none"> Read <i>Poema 20</i>, p. 37 Write rough draft for <i>Escribir</i>, p. 38 SAM LM: <i>Lección 1: Literatura</i> Supersite: <i>Lección 1: Literatura</i>
Semana 3 Día 8 L1	<ul style="list-style-type: none"> Read and understand a poem Review the lesson Write a letter 	<ul style="list-style-type: none"> <i>Literatura: Poema 20</i> by Pablo Neruda, pp. 35–38 Review <i>Lección 1</i> Peer-edit <i>Escribir</i>, p. 38 	<ul style="list-style-type: none"> Write final draft for <i>Escribir</i>, p. 38 SAM: <i>Lección 2: Para empezar</i> Supersite: <i>Lección 1: Repaso; Lección 2: Para empezar</i>
Semana 3 Día 9 L1 & L2	<ul style="list-style-type: none"> Lección 1 Test Read about some Spanish-speaking cities Talk about city life 	<ul style="list-style-type: none"> Lección 1: Test Turn in final draft of <i>Escribir</i>, p. 38 Lección 2: Introduction, pp. 40–41 	<ul style="list-style-type: none"> Supersite: <i>Lección 2: Cortometraje: watch Adiós mamá</i>

		<ul style="list-style-type: none"> • <i>Para empezar</i>, pp. 42–43 • <i>Cortometraje: pre-viewing</i>, pp. 44–45 	
Semana 4 Día 1 L2	<ul style="list-style-type: none"> • Read about supermarkets and little shops • Watch and discuss a short film about a chance meeting in a supermarket 	<ul style="list-style-type: none"> • <i>Cortometraje: Adiós mamá</i>, pp. 44–49 	<ul style="list-style-type: none"> • SAM WB: <i>Lección 2: Imagina</i> • Supersite: <i>Lección 2: Imagina: México, Galería de creadores</i>
Semana 4 Día 2 L2	<ul style="list-style-type: none"> • Read about Mexico and Mexico City • Read about Mexican artists 	<ul style="list-style-type: none"> • <i>Imagina</i>, pp. 50–54 	<ul style="list-style-type: none"> • Start preparing <i>Proyecto</i>, p. 54, to be presented on day 4 • SAM: <i>Lección 2: Estructuras 2.1</i> • Supersite: <i>Lección 2: Imagina: Flash Cultura; Estructuras 2.1</i>
Semana 4 Día 3 L2	<ul style="list-style-type: none"> • Watch and discuss a video report about the Metro in Mexico City • Describe actions or states completed in the past 	<ul style="list-style-type: none"> • <i>Flash Cultura</i>, p. 55 • <i>Estructuras 2.1, The preterite</i>, pp. 56–59 	<ul style="list-style-type: none"> • Complete <i>Proyecto</i>, p. 54, to be presented on day 4 • SAM: <i>Lección 2: Estructuras 2.2</i> • Supersite: <i>Lección 2: Estructuras 2.2</i> • <i>Manual de gramática 2.4</i>, pp. 386–387
Semana 5 Día 4 L2	<ul style="list-style-type: none"> • Narrate in the past • Express habitual or repeated past actions 	<ul style="list-style-type: none"> • <i>Estructuras 2.2, The imperfect</i>, pp. 60–63 • Present <i>Proyecto</i>, p. 54 	<ul style="list-style-type: none"> • SAM: <i>Lección 2: Estructuras 2.3</i> • Supersite: <i>Lección 2: Estructuras 2.3</i> • <i>Manual de gramática 2.5</i>, pp. 388–389

	<ul style="list-style-type: none"> Give an oral presentation about a trip to Mexico 		
Semana 5 Día 5 L2	<ul style="list-style-type: none"> Communicate in the past 	<ul style="list-style-type: none"> <i>Estructuras 2.3</i>, The preterite vs. the imperfect, pp. 64–67 <i>Síntesis</i>, p. 68 <i>Cultura</i>: pre-reading, p. 69 	<ul style="list-style-type: none"> Read <i>Juchitán: La ciudad de las mujeres</i>, p. 71 SAM WB/Supersite: <i>Lección 2: Composición</i> Supersite: <i>Lección 2: Cultura; Cultura en pantalla</i>
Semana 5 Día 6 L2	<ul style="list-style-type: none"> Read about Juchitán, a city in Mexico 	<ul style="list-style-type: none"> <i>Cultura: Juchitán: La ciudad de las mujeres</i>, pp. 69–72 <i>Literatura</i>: pre-reading, p. 73 Go over ideas for <i>Escribir</i>, p. 78 	<ul style="list-style-type: none"> Read <i>Una lucha muy personal</i>, pp. 76–77 Write rough draft for <i>Escribir</i>, p. 78 SAM LM: <i>Lección 2: Literatura</i> Supersite: <i>Lección 2: Literatura</i>
Semana 6 Día 7 L2	<ul style="list-style-type: none"> Read and understand a play Review the lesson Write a story in the past tense 	<ul style="list-style-type: none"> <i>Literatura: Una lucha muy personal</i> by Mercè Sarrias, pp. 74–78 Review <i>Lección 2</i> Peer-edit <i>Escribir</i>, p. 78 	<ul style="list-style-type: none"> Write final draft for <i>Escribir</i>, p. 78 SAM: <i>Lección 3: Para empezar</i> Supersite: <i>Lección 2: Repaso; Lección 3: Para empezar</i>
Semana 6 Día 8 L2 & L3	<ul style="list-style-type: none"> Lección 2 Test Read about the media Talk about the film, television, the press, jobs in the media, and other media-related topics 	<ul style="list-style-type: none"> Lección 2: Test Turn in final draft of <i>Escribir</i>, p. 78 Lección 3: Introduction, pp. 80–81 <i>Para empezar</i>, pp. 82–83 <i>Cortometraje</i>: pre-viewing, pp. 84–85 	<ul style="list-style-type: none"> Supersite: <i>Lección 3: Cortometraje</i>: watch <i>Desconexión</i>

Semana 6 Día 1 L3	<ul style="list-style-type: none"> • Read about <i>Los bombines de los aimaras</i> • View and discuss a short film about the importance of technology 	<ul style="list-style-type: none"> • <i>Cortometraje: Desconexión</i>, pp. 84–89 	<ul style="list-style-type: none"> • SAM WB: <i>Lección 3: Imagina</i> • Supersite: <i>Lección 3: Imagina: El Caribe, Galería de creadores</i>
Semana 7 Día 2 L3	<ul style="list-style-type: none"> • Read about Caribbean history • Learn about colonial cities • Read about artists from the Caribbean 	<ul style="list-style-type: none"> • <i>Imagina</i>, pp. 90–94 	<ul style="list-style-type: none"> • Start preparing <i>Proyecto</i>, p. 94, to be presented on day 4 • SAM: <i>Lección 3: Estructuras 3.1</i> • Supersite: <i>Lección 3: Imagina: Flash Cultura; Estructuras 3.1</i>
Semana 7 Día 3 L3	<ul style="list-style-type: none"> • Watch and discuss a video report on Mexican cinema • Express will, influence, emotion, doubt, or denial 	<ul style="list-style-type: none"> • <i>Flash Cultura</i>, p. 95 • <i>Estructuras 3.1</i>, The subjunctive in noun clauses, pp. 96–101 	<ul style="list-style-type: none"> • Complete <i>Proyecto</i>, p. 94, to be presented on day 4 • SAM: <i>Lección 3: Estructuras 3.2</i> • Supersite: <i>Lección 3: Estructuras 3.2</i> • <i>Manual de gramática 3.4</i>, pp. 390–391
Semana 7 Día 4 L3	<ul style="list-style-type: none"> • Use object pronouns in speaking and writing • Give an oral presentation about an adventure in the Caribbean 	<ul style="list-style-type: none"> • <i>Estructuras 3.2</i>, Object pronouns, pp. 102–105 • Present <i>Proyecto</i>, p. 94 	<ul style="list-style-type: none"> • SAM: <i>Lección 3: Estructuras 3.3</i> • Supersite: <i>Lección 3: Estructuras 3.3</i> • <i>Manual de gramática 3.5</i>, pp. 392–393
Semana 8 Día 5	<ul style="list-style-type: none"> • Give orders or advice to people 	<ul style="list-style-type: none"> • <i>Estructuras 3.3</i>, Commands, pp. 106–109 	<ul style="list-style-type: none"> • Read <i>Ritmos del Caribe</i>, pp. 112–113

L3		<ul style="list-style-type: none"> • <i>Síntesis</i>, p. 110 • <i>Cultura</i>: pre-reading, p. 111 	<ul style="list-style-type: none"> • SAM WB/Supersite: <i>Lección 3: Composición</i> • Supersite: <i>Lección 3: Cultura; Cultura en pantalla</i>
Semana 8 Día 6 L3	<ul style="list-style-type: none"> • Read about Caribbean music 	<ul style="list-style-type: none"> • <i>Cultura: Ritmos del Caribe</i>, pp. 111–114 • <i>Literatura</i>: pre-reading, p. 115 • Go over ideas for <i>Escribir</i>, p. 118 	<ul style="list-style-type: none"> • Read <i>La desesperación de las letras</i>, pp. 116–117 • Write rough draft for <i>Escribir</i>, p. 118 • SAM LM: <i>Lección 3: Literatura</i> • Supersite: <i>Lección 3: Literatura</i>
Semana 8 Día 7 L3	<ul style="list-style-type: none"> • Read and understand a short story • Review the lesson • Write an e-mail message 	<ul style="list-style-type: none"> • <i>Literatura: La desesperación de las letras</i> by Ginés S. Cutillas, pp. 115–118 • Review <i>Lección 3</i> • Peer edit <i>Escribir</i>, p. 118 	<ul style="list-style-type: none"> • Write final draft for <i>Escribir</i>, p. 118 • SAM: <i>Lección 4: Para empezar</i> • Supersite: <i>Lección 3: Repaso; Lección 4: Para empezar</i>
Semana 9: Midterm Exam: Lección 1 – Lección 3 / Feriados			
Semana 10 Día 8 L3 & L4	<ul style="list-style-type: none"> • Lección 3 Test • Read about the passing of time • Talk about families, stages of life, and different generations 	<ul style="list-style-type: none"> • Lección 3: Test • Turn in final draft of <i>Escribir</i>, p. 118 • Lección 4: Introduction, pp. 120–121 • <i>Para empezar</i>, pp. 122–123 • <i>Cortometraje</i>: pre-viewing, pp. 124–125 	<ul style="list-style-type: none"> • Supersite: <i>Lección 4: Cortometraje</i>: watch <i>Sin palabras</i>
Semana 10 Día 1	<ul style="list-style-type: none"> • Read about flats in Spain • View and discuss a short 	<ul style="list-style-type: none"> • <i>Cortometraje: Sin palabras</i>, pp. 124–129 	<ul style="list-style-type: none"> • SAM WB: <i>Lección 4: Imagina</i>

L4	film about a difficult relationship		<ul style="list-style-type: none"> Supersite: <i>Lección 4: Imagina: Centroamérica, Galería de creadores</i>
Semana 10 Día 2 L4	<ul style="list-style-type: none"> Read about <i>La Panamericana</i>, a highway through Central America Learn about traditions in Central America Learn about artists from Central America 	<ul style="list-style-type: none"> <i>Imagina</i>, pp. 130–134 	<ul style="list-style-type: none"> Start preparing <i>Proyecto</i>, p. 134, to be presented on day 4 SAM: <i>Lección 4: Estructuras 4.1</i> Supersite: <i>Lección 4: Imagina: Flash Cultura; Estructuras 4.1</i>
Semana 11 Día 3 L4	<ul style="list-style-type: none"> View and discuss a video report about shopping in Barcelona, Spain Express certainty and uncertainty 	<ul style="list-style-type: none"> <i>Flash Cultura</i>, p. 135 <i>Estructuras 4.1</i>, The subjunctive in adjective clauses, pp. 136–139 	<ul style="list-style-type: none"> Complete <i>Proyecto</i>, p. 134, to be presented on day 4 SAM: <i>Lección 4: Estructuras 4.2</i> Supersite: <i>Lección 4: Estructuras 4.2</i>
Semana 11 Día 4 L4	<ul style="list-style-type: none"> Use reflexive verbs in speaking and writing Give an oral presentation about a trip along the Pan American Highway 	<ul style="list-style-type: none"> <i>Estructuras 4.2</i>, Reflexive verbs, pp. 140–143 Present <i>Proyecto</i>, p. 134 	<ul style="list-style-type: none"> SAM: <i>Lección 4: Estructuras 4.3</i> Supersite: <i>Lección 4: Estructuras 4.3</i> <i>Manual de gramática 4.4</i>, pp. 394–395
Semana 11 Día 5	<ul style="list-style-type: none"> Understand the uses of por and para 	<ul style="list-style-type: none"> <i>Estructuras 4.3</i>, Por and para, pp. 144–147 <i>Síntesis</i>, p. 148 	<ul style="list-style-type: none"> Read <i>Sonia Sotomayor: la niña que soñaba</i>, pp. 150–151

L4		<ul style="list-style-type: none"> • <i>Cultura</i>: pre-reading, p. 149 	<ul style="list-style-type: none"> • SAM WB/Supersite: <i>Lección 4: Composición</i> • Supersite: <i>Lección 4: Cultura; Cultura en pantalla</i>
Semana 12 Día 6 L4	<ul style="list-style-type: none"> • Read about U.S. Supreme Court justice Sonia Sotomayor 	<ul style="list-style-type: none"> • <i>Cultura: Sonia Sotomayor: la niña que soñaba</i>, pp. 149–152 • <i>Literatura</i>: pre-reading, p. 153 • Go over ideas for <i>Escribir</i>, p. 156 	<ul style="list-style-type: none"> • Read <i>El eclipse</i>, pp. 154–155 • Write rough draft for <i>Escribir</i>, p. 156 • SAM LM: <i>Lección 4: Literatura</i> • Supersite: <i>Lección 4: Literatura</i>
Semana 12 Día 7 L4	<ul style="list-style-type: none"> • Read and understand a short story • Review the lesson • Write a newspaper article about an ancestor 	<ul style="list-style-type: none"> • <i>Literatura: El eclipse</i> by Augusto Monterroso, pp. 153–156 • Review <i>Lección 4</i> • Peer-edit <i>Escribir</i>, p. 156 	<ul style="list-style-type: none"> • Write final draft for <i>Escribir</i>, p. 156 • Supersite: <i>Lección 4: Repaso</i>