



## **LEARNING OUTCOMES**

### **PROGRAM LEARNING OUTCOMES**

1. Speak clearly and fluently enough for a target-language speaker to understand and interpret intent without difficulty.
2. Comprehend the main points of standard discourse and authentic material in target language spoken at near-native speed.
3. Write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames.
4. Read with understanding authentic written material in the target language on a variety of topics related to daily life in the target-language world.
5. Demonstrate knowledge of and sensitivity to characteristic perspectives, practices and products that reflect the culture of the target language.

### **STUDENT LEARNING OUTCOMES**

1. Formulate and express opinions in the target language on familiar matters as well as on topics related to the culture, history, current events and daily life of the target-language community.
2. Comprehend the main points of (a) standard discourse on familiar topics and (b) clearly-delivered authentic cultural material (TV programs, videos, movies).
3. Compose well-structured short essays and reports that express personal points of view.
4. Draw logical conclusions from noncomplex, authentic factual and literary texts which put forward arguments and different points of view.
5. Describe and analyze, with sensitivity and appreciation, the relationship between language, culture and world view as well as the similarities and differences between specific cultural practices and perspectives.

### **LEARNING OBJECTIVES**

- 1.1 Speak in complete sentences about everyday activities using subjunctives, perfect forms, future, and conditional tenses.
- 1.2 Construct dialogues in the present, past, and future tenses of the indicative and subjunctive mood regarding nature, the environment, personal relationships, professions, government, and traveling abroad.
- 2.1 Respond accurately in the past, present or future and expressing emotions, doubt, influence, what you had done, conjecture, future actions, and hypothetical situations in professional and environmental issues, and the future in general.
- 2.2 Elaborate in the present, past or future of the indicative and subjunctive mood on elements of a given conversation
- 3.1 Write cohesive sentences and paragraphs in the present, past and future describing situations regarding nature, the environment, personal relationships, professions, government, and traveling abroad.
- 3.2 Narrate a short paragraph using the present, past and future tenses in the indicative and subjunctive mood.
- 4.1 Read an article and respond accurately to questions in different modalities
- 4.2 Analyze and summarize major themes and characters from selected readings
- 5.1 Recognize and interpret the nuances within the target culture
- 5.2 Evaluate the cultural aspects that provide insight into the unique characteristics between the target cultures and the United States' culture.

## COURSE INFORMATION

### Course Materials

*¡Adelante Tres! : An Invitation to Spanish, 2<sup>nd</sup> edition with Supersite +WebSAM. ISBN# 978-1-61857-988-1*

**Note:** This is a shrink-wrapped package put together specifically for the online SPAN 2311 courses. **You must buy a new textbook and online access code for this online course.** There are only two sources to make sure you get the correct textbook and don't end up spending a lot of extra money by getting a used book somewhere and buying the access code separately from the publisher:

- 1) The HCC bookstore at: <http://hccs.bncollege.com>  
or
- 2) The publisher's website: <http://vistahigherlearning.com/students/store/spanish-programs/adelante-tres-2nd-edition.html>

**Please make arrangements to have your book by the first day of scheduled classes (June 8).** You will be ahead of the game to buy your book before classes start so you can begin work in the class. Not having the book will put you behind in the class work immediately, and the work cannot be made up. Remember: Summer sessions are short and the pace is much faster.

**OTHER MATERIALS RECOMMENDED** A microphone to record your voice if your computer doesn't already have a built-in microphone.

## DISTANCE EDUCATION

Become familiar with the Distance Education Student Handbook, which you should have reviewed as part of the mandatory orientation. This handbook contains policies and procedures unique to the distance education student. You will find valuable information, answers and resources, such as important DE contacts, policies and procedures on how to drop, attendance requirements, student service issues (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. You can find the handbook by going to this link:

<http://de.hccs.edu/media/houston-community-college/distance-education/student-services/2014-2015HCC-DE-Student-Handbook-.pdf>

## Tech Support

There are two sources you can contact if you need tech support:

- For Adelante tech support, you will find have three options at the bottom of the Adelante website:  
1) go to support.vhlcentral.com; 2) submit [Help request](#); or 3) call (800) 248-2813
- For Eagle Online tech support, go to the [HCC Eagle Online support website](#) and you will find tutorials (including movies), phone and chat support, or call 713-718-2000, options 4, 2, 3 (available 24 x 7)

## GRADE BREAKDOWN

**Supersite Assignments (40%):** For each lesson, you will have assignments to do online through the Supersite. These will be graded activities. You will have unlimited attempts for many of these, and they will be graded automatically by the computer once you hit “submit.” I will grade the writing and recording assignments.

**Midterm Exam (30%):** There will be a proctored midterm exam over Lecciones 1 – 3 given on the following dates and places:

**Friday, June 26** Central Campus San Jacinto Building – 1300 Holman, 77004 -1<sup>st</sup> floor,  
Exam times: 4:00-9:00 PM (LAST ADMIT 7:00 PM)

**Saturday, June 27** Alief Campus – 2811 Hayes Rd. 77082  
Exam times: 10:00 AM-3:00 PM (LAST ADMIT 1:00 PM)

**Sunday, June 28** Eastside Campus – 6815 Rustic St. 77087 – Workforce Building  
Exam times: 10:00 AM-3:00 PM (LAST ADMIT 1:00 PM)

**\*\*\*\*\*Signs will be posted to guide students to the testing area\*\*\*\*\***

**Final Exam (30%):** This will be a comprehensive proctored exam over all 6 lessons at the following locations:

**Friday, July 31** Central Campus San Jacinto Building – 1300 Holman, 77004 -1<sup>st</sup> floor,  
Exam times: 4:00-9:00 PM (LAST ADMIT 7:00 PM)

**Saturday, August 1** Alief Campus – 2811 Hayes Rd. 77082  
Exam times: 10:00 AM-3:00 PM (LAST ADMIT 1:00 PM)

**Sunday, August 2** Eastside Campus – 6815 Rustic St. 77087 – Workforce Building  
Exam times: 10:00 AM-3:00 PM (LAST ADMIT 1:00 PM)

**IMPORTANT: For students who live outside the service area of HCC and cannot come to Houston to take the midterm and final exams, you will need to find a proctor at a university or college testing center near where you live. You will need to complete a proctor approval form 2 weeks before the exam. Information is posted on the Eagle Online site for this course.**

In accordance with HCC policy, final grades in this course will be whole letter grades based on the following scale: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 or below = F.

## IMPORTANT DATES

June 8: Classes Begin

\*June 15: Official day of record.

**July 4 :** **Offices Closed—Independence Day Holiday**

**July 13:** **Last Day for Administrative/Student Withdrawals 4:30pm**

August 2: Instruction Ends

July 31-Aug. 2: Final Examination

\* DE students who do not actively participate before this date WILL BE DROPPED for non-attendance. Active participation is BOTH of the following:

You will need to respond in two discussion forums on Eagle Online:

- 1) “Meet and Greet”, where you will introduce yourself – in Spanish—to your classmates with your name, major and the reason you are taking the course. You will also respond to two other students’ posts.
- 2) “The syllabus”, where you will make a comment on something that you found interesting about the syllabus. You may not repeat what someone else has posted.

## **COURSE POLICIES**

**ATTENDANCE POLICY** Although this course is online, you still must “attend” regularly. You ought to sign on at least three times a week to complete course work. Regular attendance will be gauged by the prompt completion of work as assigned by due dates. Not completing assignments will be considered absence, and you may be withdrawn from the course if you do not sign in and make adequate progress in completing assignments. Your success in this course depends upon your steady completion of work as it is due.

**DUE DATES AND MAKE UPS** For each of your online assignments, you will see a due date. In order to keep up with the course, it is important that you follow these dates. **Once due dates pass, you will not be permitted to submit missed work.** No make-ups on course work, like forum posts! **No make-ups on midterm or final exams! Please contact me if you miss the midterm or the final exam.**

**ACADEMIC HONESTY** Plagiarism (consult your student handbook on scholastic dishonesty) results in a grade of zero on that assignment. Cheating or collusion (consult your student handbook on scholastic dishonesty) results in a grade of zero on that assignment. The second offense will result in a failing grade for the course. **This policy will be strictly enforced.**

**Note:** Using online translation tools to translate any sentence or having someone else complete your assignments is considered cheating.

## **EGLS3--EVALUATION FOR GREATER LEARNING STUDENT SURVEY SYSTEM**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction.

For instructions on how to fill out the on-line evaluation of instruction, go to: <http://www.hccs.edu/EGLS3>

**SPAN 2311 en línea**  
**COURSE CALENDAR / PLAN DE ESTUDIOS**

**8 de junio: Go to Eagle Online and respond in two discussion forums:**

- 3) “**Meet and Greet**”, where you will introduce yourself – in Spanish—to your classmates with your name, major and the reason you are taking the course. You will also respond to two other students’ posts.
- 4) “**The syllabus**”, where you will make a comment on something that you found interesting about the syllabus. You may not repeat what someone else has posted.

**Note: Due dates below for assignments are suggested dates for keeping pace with the course.**

<b>Semana uno: 8 al 12 de junio</b>		
<b>Objetivos</b>	<b>Libro</b>	<b>Actividades en el Supersite</b>
<ul style="list-style-type: none"> <li>• Review words related to daily routines, food, parties and celebrations, health, technology, cars, and homes and household chores.</li> <li>• Review reflexives, reciprocal reflexives, constructions with <b>se</b>, and commands.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lección de repaso:</b> Opener, p. 1</li> <li>• <i>Contextos</i>, pp. 2–3</li> <li>• <i>Estructura 1</i>, pp. 4-7: Reflexives Reciprocal reflexives Constructions with <b>se</b> Commands</li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección de repaso Contextos; Estructura 1</i></li> </ul>
<ul style="list-style-type: none"> <li>• Read about girls' fifteenth birthdays in the Spanish-speaking world.</li> <li>• Review the preterite, the imperfect, and the preterite vs. the imperfect.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cultura</i>, pp. 8–9</li> <li>• <i>Estructura 2</i>, pp. 10-13: The preterite The imperfect</li> <li>• Preterite and imperfect</li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección de repaso Cultura; Estructura 2</i></li> </ul>
<ul style="list-style-type: none"> <li>• Review the formation of the present subjunctive.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the formation of the present subjunctive</li> <li>• <i>Estructura 3</i>, pp. 14-17: Introduction to the subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección de repaso Estructura 3</i></li> </ul>

Suggested due date		14 de junio
<ul style="list-style-type: none"> <li>• <b>Semana dos: 15 al 21 de junio</b></li> </ul>		
	<b>Lección 1:</b> Opener, p. 19 <i>Contextos</i> , pp. 20–23	<ul style="list-style-type: none"> <li>• Workbook: <i>Lección 1 Contextos</i>, pp. 53–54</li> <li>• Lab Manual: <i>Lección 1 Contextos</i>, p. 69</li> <li>Supersite: <i>Lección 1 Contextos</i></li> </ul>
<ul style="list-style-type: none"> <li>• Watch a video segment about Marissa and Jimena's visit to a turtle sanctuary and Juan Carlos and Felipe's jungle tour. Learn about punctuation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Fotonovela: Aventuras en la naturaleza</i>, pp. 24–27</li> </ul>	<ul style="list-style-type: none"> <li>• Video Manual: <i>Lección 1 Fotonovela</i>, pp. 63–64</li> <li>• Lab Manual: <i>Lección 1 Pronunciación</i>, p. 70</li> <li>Supersite: <i>Lección 1 Fotonovela</i></li> </ul>
Use the subjunctive with verbs of emotion.	<ul style="list-style-type: none"> <li>• <i>Estructura 1.1</i>, The subjunctive with verbs of emotion, pp. 30–33</li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección 1, Estructura 1.1</i></li> <li>• Workbook: <i>Lección 1 Estructura 1.1</i>, pp. 55–56</li> <li>Lab Manual: <i>Lección 1 Estructura 1.1</i>, p. 71</li> </ul>
<ul style="list-style-type: none"> <li>• Express doubt, disbelief, and denial.</li> <li>• Use the subjunctive with conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Estructura 1.2</i>, The subjunctive with doubt, disbelief, and denial pp. 34–37</li> <li>• <i>Estructura 1.3</i>, The subjunctive with conjunctions, pp. 38–41</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook: <i>Lección 1 Estructura 1.2</i>, pp. 57–58; <i>Estructura 1.3</i>, pp. 59–60</li> <li>• Lab Manual: <i>Lección 1 Estructura 1.2</i>, p. 72; <i>Estructura 1.3</i>, p. 73</li> <li>• Supersite: <i>Lección 1 Estructura 1.2, 1.3</i></li> </ul>
<ul style="list-style-type: none"> <li>• Read two fables.</li> <li>• Write a letter or an article.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lectura</i>, pp. 44–45</li> <li>• <i>Escritura</i>, p. 46</li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección 1 Lectura, Escritura</i></li> </ul>
<ul style="list-style-type: none"> <li>• Listen to a speech.</li> <li>• Watch a TV commercial.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Escuchar</i>, p. 47</li> <li>• <i>En pantalla</i>, p. 48</li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección 1, Escuchar, En pantalla</i></li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Resumen</i>, pp. 42–43</li> <li>• Review <i>Lección 1</i></li> <li>• Mini prueba A</li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección 1 Resumen</i></li> </ul>

Suggested due date		21 de junio
<ul style="list-style-type: none"> <li>• <b>Semana tres: 22 al 28 de junio</b></li> </ul>		
<ul style="list-style-type: none"> <li>• Learn and practice words related to city life.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lección 2:</b> Opener, p. 75</li> <li>• <i>Contextos</i>, pp. 76–79</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook: <i>Lección 2 Contextos</i>, pp. 107–108</li> <li>• Lab Manual: <i>Lección 2 Contextos</i>, p. 123</li> <li>• Supersite: <i>Lección 2 Contextos</i></li> </ul>
<ul style="list-style-type: none"> <li>• Watch a video segment about Maru's adventures in Mexico City.</li> <li>• Learn about abbreviations.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Fotonovela: Corriendo por la ciudad</i>, pp. 80–83</li> </ul>	<ul style="list-style-type: none"> <li>• Video Manual: <i>Lección 2 Fotonovela</i>, pp. 117–118</li> <li>• Lab Manual: <i>Lección 2 Pronunciación</i>, p. 124</li> <li>• Supersite: <i>Lección 2 Fotonovela</i></li> </ul>
<ul style="list-style-type: none"> <li>• Read about subway systems in Spanish-speaking countries.</li> <li>• Use the subjunctive in adjective clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cultura</i>, pp. 84–85</li> <li>• <i>Estructura 2.1</i>, The subjunctive in adjective clauses, pp. 86–89</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook: <i>Lección 2 Estructura 2.1</i>, pp. 109–110</li> <li>• Lab Manual: <i>Lección 2 Estructura 2.1</i>, p. 125</li> <li>• Supersite: <i>Lección 2 Cultura, Estructura 2.1</i></li> </ul>
<ul style="list-style-type: none"> <li>• Use <b>nosotros/as</b> commands.</li> <li>• Use past participles as adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Estructura 2.2, Nosotros/as</i> commands, pp. 90–92</li> <li>• <i>Estructura 2.3</i>, Past participles used as adjectives, pp. 93–95</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook: <i>Lección 2 Estructura 2.2</i>, pp. 111–112; <i>Estructura 2.3</i>, pp. 113–114</li> <li>• Lab Manual: <i>Lección 2 Estructura 2.2</i>, p. 126; <i>Estructura 2.3</i>, p. 127</li> <li>• Supersite: <i>Lección 2 Estructura 2.2, 2.3</i></li> </ul>
<ul style="list-style-type: none"> <li>• Read a short story.</li> <li>• Write an e-mail.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lectura</i>, pp. 98–99</li> <li>• <i>Escritura</i>, p. 100</li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección 2 Lectura, Escritura</i></li> </ul>
<ul style="list-style-type: none"> <li>• Listen to a conversation between two friends.</li> <li>• Watch a TV ad.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Escuchar</i>, p. 101</li> <li>• <i>En pantalla</i>, p. 102</li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección 2 Escuchar, En pantalla</i></li> </ul>



<ul style="list-style-type: none"> <li>Review the lesson.</li> </ul>	<ul style="list-style-type: none"> <li><i>Recapitulación</i>, pp. 96–97</li> <li>Review <i>Lección 2</i></li> <li>Mini prueba A</li> </ul>	<ul style="list-style-type: none"> <li>Supersite: <i>Lección 2 Recapitulación</i></li> </ul>
<b>Suggested due date</b>		<b>25 de junio</b>
<b>EXAMEN PARCIAL (MIDTERM EXAM)</b> <b>Lección de repaso a Lección 2</b> 26, 27 y 28 de junio (vea el sílabo para los sitios donde puedes tomar el examen)		
<ul style="list-style-type: none"> <li><b>Semana cuatro: 29 de junio al 5 de julio</b></li> </ul>		
<ul style="list-style-type: none"> <li>Learn and practice words related to health and nutrition.</li> </ul>	<ul style="list-style-type: none"> <li><b>Lección 3:</b> Opener, p. 129</li> <li><i>Contextos</i>, pp. 130–133</li> </ul>	<ul style="list-style-type: none"> <li>Workbook: <i>Lección 3 Contextos</i>, pp. 163–164</li> <li>Lab Manual: <i>Lección 3 Contextos</i>, p. 179</li> <li>Supersite: <i>Lección 3 Contextos</i></li> </ul>
<ul style="list-style-type: none"> <li>Watch a video segment about Marissa, Jimena, Juan Carlos, and Felipe's visit to Chichén Itzá and a spa.</li> <li>Learn about spelling words with the letters <b>b</b> and <b>v</b>.</li> </ul>	<ul style="list-style-type: none"> <li><i>Fotonovela: Chichén Itzá</i>, pp. 134–137</li> </ul>	<ul style="list-style-type: none"> <li>Video Manual: <i>Lección 3 Fotonovela</i>, pp. 173–174</li> <li>Lab Manual: <i>Lección 3 Pronunciación</i>, p. 180</li> <li>Supersite: <i>Lección 3 Fotonovela</i></li> </ul>
<ul style="list-style-type: none"> <li>Read about spas in Spanish-speaking countries.</li> <li>Read about the health benefits of fruits.</li> <li>Use the present perfect.</li> </ul>	<ul style="list-style-type: none"> <li><i>Cultura</i>, pp. 138–139</li> <li><i>Estructura 3.1</i>, The present perfect, pp. 140–143</li> </ul>	<ul style="list-style-type: none"> <li>Workbook: <i>Lección 3 Estructura 3.1</i>, pp. 165–166</li> <li>Lab Manual: <i>Lección 3 Estructura 3.1</i>, p. 181</li> <li>Supersite: <i>Lección 3 Cultura, Estructura 3.1</i></li> </ul>
<ul style="list-style-type: none"> <li>Use the past perfect.</li> <li>Use the present perfect subjunctive.</li> </ul>	<ul style="list-style-type: none"> <li><i>Estructura 3.2</i>, The past perfect, pp. 144–146</li> <li><i>Estructura 3.3</i>, The present perfect subjunctive, pp. 147–149</li> </ul>	<ul style="list-style-type: none"> <li>Workbook: <i>Lección 3 Estructura 3.2</i>, pp. 167–168; <i>Estructura 3.3</i>, pp. 169–170</li> <li>Lab Manual: <i>Lección 3 Estructura 3.2</i>, p. 182; <i>Estructura 3.3</i>, p. 183</li> <li>Supersite: <i>Lección 3</i></li> </ul>

<ul style="list-style-type: none"> <li>• Read a short story.</li> <li>• Write a health plan.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lectura</i>, pp. 152–153</li> <li>• <i>Escritura</i>, p. 154</li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección 3 Lectura, Escritura</i></li> </ul>
<ul style="list-style-type: none"> <li>• Listen to a speech.</li> <li>• Watch a short film</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Escuchar</i>, p. 155</li> <li>• <i>En pantalla</i>, pp. 156–158</li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección 3, Escuchar, En pantalla</i></li> </ul>
<ul style="list-style-type: none"> <li>• Review the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recapitulación</i>, pp. 150–151</li> <li>• Review <i>Lección 3</i></li> <li>• Mini prueba A</li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección, Recapitulación</i></li> </ul>
<b>Suggested due date</b>		<b>5 de julio</b>
<ul style="list-style-type: none"> <li>• <b>Semana cinco: 6 al 12 de julio</b></li> </ul>		
<ul style="list-style-type: none"> <li>• Learn and practice words related to work.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lección 4:</b> Opener, p. 185</li> <li>• <i>Contextos</i>, pp. 186–189</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook: <i>Lección 4 Contextos</i>, pp. 221–222</li> <li>• Lab Manual: <i>Lección 4 Contextos</i>, p. 239</li> <li>• Supersite: <i>Lección 4 Contextos</i></li> </ul>
<ul style="list-style-type: none"> <li>• Watch a video segment about the students' future plans and Miguel's mock job interview.</li> <li>• Learn about spelling words with <b>y, ll, and h</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Fotonovela: La entrevista de trabajo</i>, pp. 190–193</li> </ul>	<ul style="list-style-type: none"> <li>• Video Manual: <i>Lección 4 Fotonovela</i>, pp. 231–232</li> <li>• Lab Manual: <i>Lección 4 Pronunciación</i>, p. 240</li> <li>• Supersite: <i>Lección 4 Fotonovela</i></li> </ul>
<ul style="list-style-type: none"> <li>• Read about job benefits in Spanish-speaking countries.</li> <li>• Read about César Chávez.</li> <li>• Use the future tense.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cultura</i>, pp. 194–195</li> <li>• <i>Estructura 4.1, The future</i>, pp. 196–199</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook: <i>Lección 4 Estructura 4.1</i>, pp. 223–224</li> <li>• Lab Manual: <i>Lección 4 Estructura 4.1</i>, p. 241</li> <li>• Supersite: <i>Lección 4 Cultura, Estructura 4.1</i></li> </ul>
<ul style="list-style-type: none"> <li>• Use the future perfect.</li> <li>• Use the past subjunctive.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Estructura 4.2, The future perfect</i>, pp. 200–201</li> <li>• <i>Estructura 4.3, The past subjunctive</i>, pp. 202–205</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook: <i>Lección 4 Estructura 4.2</i>, p. 225; <i>Estructura 4.3</i>, pp. 226–227</li> <li>• Lab Manual: <i>Lección 4 Estructura 4.2</i>, p. 242; <i>Estructura 4.3</i>, p. 243</li> <li>• Supersite: <i>Lección 4 Estructura 4.2, 4.3</i></li> </ul>

<ul style="list-style-type: none"> <li><b>Semana seis: 13 al 19 de julio</b></li> </ul>		
<ul style="list-style-type: none"> <li>Read a poem.</li> <li>Write about your future plans.</li> </ul>	<ul style="list-style-type: none"> <li><i>Lección 4</i>, a continuación</li> <li><i>Lectura</i>, pp. 208–209</li> <li><i>Escritura</i>, p. 210</li> </ul>	<ul style="list-style-type: none"> <li>Supersite: <i>Lección 4</i></li> <li><i>Lectura</i></li> <li><i>Escritura</i></li> </ul>
<ul style="list-style-type: none"> <li>Listen to a job interview.</li> <li>Watch a short film.</li> </ul>	<ul style="list-style-type: none"> <li><i>Escuchar</i>, p. 211</li> <li><i>En pantalla</i>, pp. 212–214</li> </ul>	<ul style="list-style-type: none"> <li>Supersite: <i>Lección 4 Escuchar, En pantalla</i></li> <li>Workbook: <i>Lección 4 Panorama</i>, pp. 229–230</li> </ul>
<ul style="list-style-type: none"> <li>Review the lesson.</li> </ul>	<ul style="list-style-type: none"> <li><i>Recapitulación</i>, pp. 206–207</li> <li>Review <i>Lección 4</i></li> </ul>	<ul style="list-style-type: none"> <li>Supersite: <i>Lección 4, Recapitulación</i></li> </ul>
<ul style="list-style-type: none"> <li>Learn and practice words related to the arts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Lección 5:</b> Opener, p. 245</li> <li><i>Contextos</i>, pp. 246–249</li> </ul>	<ul style="list-style-type: none"> <li>Workbook: <i>Lección 5 Contextos</i>, pp. 279–280</li> <li>Lab Manual: <i>Lección 5 Contextos</i>, p. 297</li> <li>Supersite: <i>Lección 5 Contextos</i></li> </ul>
<ul style="list-style-type: none"> <li>Watch a video segment about Maru and Miguel's visit to an art museum.</li> <li>Learn about spelling traps.</li> </ul>	<ul style="list-style-type: none"> <li><i>Fotonovela: Una sorpresa para Maru</i>, pp. 250–253</li> </ul>	<ul style="list-style-type: none"> <li>Video Manual: <i>Lección 5 Fotonovela</i>, pp. 289–290</li> <li>Lab Manual: <i>Lección 5 Pronunciación</i>, p. 298</li> <li>Supersite: <i>Lección 5 Fotonovela</i></li> </ul>
<ul style="list-style-type: none"> <li>Use the conditional tense.</li> </ul>	<ul style="list-style-type: none"> <li><i>Estructura 5.1</i>, The conditional, pp. 256–259</li> </ul>	<ul style="list-style-type: none"> <li>Workbook: <i>Lección 5 Estructura 5.1</i>, pp. 281–282</li> <li>Lab Manual: <i>Lección 5 Estructura 5.1</i>, p. 299</li> <li>Supersite: <i>Lección 5 Estructura 5.1</i></li> </ul>
<b>Suggested due date</b>		<b>19 de julio</b>
<ul style="list-style-type: none"> <li><b>Semana siete: 20 al 26 de julio</b></li> </ul>		
<ul style="list-style-type: none"> <li>Use the conditional perfect.</li> <li>Use the past perfect subjunctive.</li> </ul>	<ul style="list-style-type: none"> <li><i>Estructura 5.2</i>, The conditional perfect, pp. 260–262</li> <li><i>Estructura 5.3</i>, The past perfect</li> </ul>	<ul style="list-style-type: none"> <li>Workbook: <i>Lección 5 Estructura 5.2</i>, p. 283; <i>Estructura 5.3</i>, pp. 284–285</li> <li>Lab Manual: <i>Lección 5 Estructura 5.2</i>, p. 300; <i>Estructura 5.3</i>, p. 301</li> <li>Supersite: <i>Lección 5 Estructura 5.2</i>,</li> </ul>

	subjunctive, pp. 263–265	5.3
<ul style="list-style-type: none"> <li>• Read three poems.</li> <li>• Write about your ideal dinner guests.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lectura</i>, pp. 268–269</li> <li>• <i>Escritura</i>, p. 270</li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección 5 Lectura, Escritura</i></li> </ul>
<ul style="list-style-type: none"> <li>• Listen to a movie review.</li> <li>• Watch a TV clip.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Escuchar</i>, p. 271</li> <li>• <i>En pantalla</i>, p. 272</li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección 5 Escuchar, En pantalla</i></li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Recapitulación</i>, pp. 266–267</li> <li>• Review <i>Lección 5</i></li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección 5, Recapitulación</i></li> </ul>
<ul style="list-style-type: none"> <li>• Learn and practice words related to current events.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lección 6:</b> Opener, p. 303</li> <li>• <i>Contextos</i>, pp. 304–307</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook: <i>Lección 6 Contextos</i>, pp. 335–336</li> <li>• Lab Manual: <i>Lección 6 Contextos</i>, p. 353</li> <li>• Supersite: <i>Lección 6 Contextos</i></li> </ul>
<ul style="list-style-type: none"> <li>• Watch a video segment about Marissa's farewell party.</li> <li>• Learn about neologisms and anglicisms.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Fotonovela: Hasta pronto, Marissa</i>, pp. 308–311</li> </ul>	<ul style="list-style-type: none"> <li>• Video Manual: <i>Lección 6 Fotonovela</i>, pp. 345–346</li> <li>• Lab Manual: <i>Lección 6 Pronunciación</i>, p. 354</li> <li>• Supersite: <i>Lección 6 Fotonovela</i></li> </ul>
<ul style="list-style-type: none"> <li>• Use <b>si</b> clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cultura</i>, pp. 312–313</li> <li>• <i>Estructura 6.1, Si</i> clauses, pp. 314–317</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook: <i>Lección 6 Estructura 6.1</i>, pp. 337–338</li> <li>• Lab Manual: <i>Lección 6 Estructura 6.1</i>, p. 355</li> <li>• Supersite: <i>Lección 6 Cultura, Estructura 6.1</i></li> </ul>
<b>Suggested due date</b>		<b>26 de julio</b>
<ul style="list-style-type: none"> <li>• <b>Semana ocho: 27 de julio al 2 de agosto</b></li> </ul>		
<ul style="list-style-type: none"> <li>• Understand the uses of the subjunctive.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Estructura 6.2, Summary of the uses of the subjunctive</i>, pp. 318–321</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook: <i>Lección 6 Estructura 6.2</i>, pp. 340–341</li> <li>• Lab Manual: <i>Lección 6 Estructura 6.2</i>, p. 356</li> <li>• Supersite: <i>Lección 6 Estructura 6.2</i></li> </ul>
<ul style="list-style-type: none"> <li>• Read the adapted excerpt of a novel.</li> <li>• Write about the</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lectura</i>, pp. 324–325</li> <li>• <i>Escritura</i>, p. 326</li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección 6 Lectura, Escritura</i></li> </ul>

changes you would make to improve the world.		
<ul style="list-style-type: none"> <li>• Listen to a news broadcast.</li> <li>• Watch a TV public service ad.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Escuchar</i>, p. 327</li> <li>• <i>En pantalla</i>, p. 328</li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección 6 Escuchar, En pantalla</i></li> </ul>
<ul style="list-style-type: none"> <li>• Read about Paraguay and Uruguay.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Panorama</i>, pp. 330–333</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook: <i>Lección 6 Panorama</i>, pp. 343–344</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Recapitulación</i>, pp. 322–323</li> <li>• Review <i>Lección 6</i></li> </ul>	<ul style="list-style-type: none"> <li>• Supersite: <i>Lección 6, Recapitulación</i></li> </ul>
<ul style="list-style-type: none"> <li>• Review Lessons 1–6 for the final exam.</li> </ul>	<ul style="list-style-type: none"> <li>• Review <i>Lecciones 1–6</i> for final exam</li> </ul>	
<b>EXAMEN FINAL</b>		<b><u>31 de julio, 1 de agosto, 2 de agosto</u></b>