POINT 1902 LOMA
NAZARENE UNIVERSITY

Department of Literature, Journalism, Writing and Languages

SPA 1001-12: Elementary Spanish

Three (3)Units

Fall 2026

Meeting days/times MWF 4:00 – 4:55 pm
Meeting location Bond Academic Center (BAC) 104
Final Exam: Wednesday, December 16 from 10:30 am – 1:00 pm

Instructor title and name:	**Profesora Mariana Apalategui**
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Office location and hours:	**Bond 126** **11 am - 12 pm MWF or By appointment**

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of

knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

COURSE DESCRIPTION

Welcome to the Elementary Spanish sequence. This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of Seeking Cultural Perspectives. By including this course in a common educational experience for undergraduates, the faculty supports the survey of human endeavors from a historical, cultural, linguistic and philosophical perspective, including developing critical appreciation of human expression--both artistic and literary. This course emphasizes four basic skills: aural comprehension, speaking, reading, and writing. Also noted is the cultural and historical background of the areas where the language is spoken. Participation and active use of the language is emphasized in the classroom.

COURSE LEARNING OUTCOMES :

By the end of the SPA 1001 - 1002 sequence, students will be able to:

1. Speak at the mid to high novice level using basic formulaic and memorized materials within the student's own experience.
2. Recognize basic connected discourse that uses vocabulary and grammar within the student's own experience.
3. Write discrete sentences as well as simple connected paragraphs using memorized vocabulary and grammar structures.
4. Read cultural texts that employ familiar vocabulary and cognates as well as learned grammatical structures.
5. Demonstrate comprehension of basic cultural mores and patterns of living of the target culture(s) studied.

General Education Learning Outcomes

GELO 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

The signature assignment that assesses your learning for the complex issues faced by diverse groups in the Spanish-speaking world, inside and outside the United States, is the cultural component of this class (5 assignments throughout the semester/ your culture portfolio). You will be attending events, completing assignments, reflecting on your own cultural background and how you may compare or contrast to the situations and cultures studied. Deeper reflection is encouraged by allowing these responses to be recorded in English instead of in Spanish. In all these assignments, you will be delving deeper into the human experience, as opposed to studying cultural production devoid of its people (such as food, music, or sports). Throughout this semester, as well as in the next sequence (Spa1002), you will complete this work, worth 20% of your overall grade, and provide a culminating reflection at the end of Spa1002, as part of the final exam.

Required Texts and Recommended Study Resources

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. ***Tu Mundo ebook plus supersite***.
2. ***Talkabroad*** (Five-15 minute conversations are required) for $25. Instructor will explain more about this assignment in class. ***TalkAbroad*** website: https://talkabroad.com: ***Section Code:***
3. ***Spiral Notebook***

STUDENT RESPONSIBILITIES

I. Class Participation and Attendance

Regular and punctual attendance is essential to successful language learning. Therefore, regular attendance and active participation are requirements of this course. Because much of our class time is devoted to conversation, review, and active practice, students must be present to fully participate.

The first two absences will not result in a deduction from the attendance and participation grade. After the first two absences, 1% of the final course grade (10 participation points) will be deducted for each additional absence. Two late arrivals will equal one absence.

After six unexcused absences, the professor reserves the right to de-enroll the student from the course. After 12 absences (20% of the course), a student cannot pass the course and will receive an F, in accordance with university policy.

Students are expected to come to class prepared and to participate actively throughout the class period. Our classroom will be a community of learning based on mutual respect. Students should never feel embarrassed or discouraged from participating. Mistakes are a natural and necessary part of learning a language and provide opportunities for everyone to learn.

If you do not understand something, please ask for clarification. Active participation includes coming to class with a positive attitude, completing class activities, contributing original ideas and comments in Spanish, remaining on task, and making a consistent effort to use Spanish rather than English.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If a student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

If absences exceed these limits but are due to university-excused health issues, an exception will be granted. Please refer to the PLNU Undergraduate Academic Catalog for the complete attendance policy.

Preparation for Class

It is extremely important to study and review the material before coming to class by completing the assigned homework and preparation.

Students should arrive with a basic understanding of the material and be ready to participate actively and practice what they have learned. Class time will be used primarily for practice, communication, application, and review, rather than simply going over grammar and vocabulary.

Students should plan to spend at least 45 minutes preparing for each lesson. Lack of preparation that prevents a student from participating fully in class will directly affect the participation grade. Please consult the online textbook and course materials regularly.

How to Determine Your Participation Grade

9–10%

- I speak and participate in class every day.
- I complete all class exercises assigned by the professor.
- I regularly contribute my ideas and opinions.
- I can discuss the class material because I have prepared and reviewed it.
- I speak Spanish most of the time.

7–8%

- I regularly speak and participate in class.
- I frequently express my opinions.
- I am prepared to answer questions about the material.
- I speak Spanish in class every day.

6%

- I regularly participate and speak in class.
- I try to express my opinions regularly.
- I generally answer questions about the lessons or homework.
- I make an effort to speak Spanish every day.

4–5%

- I participate occasionally, particularly when the professor asks me a question.
- I sometimes have difficulty expressing my ideas because I have not adequately prepared or completed the assigned work.
- I do not consistently use Spanish during class or group activities.

2–3%

- I am frequently unprepared.
- I rarely answer questions or participate without prompting.
- I sometimes attempt to speak Spanish.

0–1%

- I consistently come to class unprepared.
- I rarely participate.
- I primarily speak English rather than attempting to communicate in Spanish.

USE OF TECHNOLOGY

Students are responsible for meeting the minimum technology and system requirements established by the

university and for maintaining access to the technology required for this course.

Students who need technological resources should contact student-tech-request@pointloma.edu.

Problems with technology do not relieve students of the responsibility to participate, complete assignments, or submit coursework by the established deadlines.

During class, phones, laptops, and other electronic devices may be used only when instructed by the professor for a class activity. Unauthorized use of technology, including texting, social media, unrelated internet browsing, or completing work for another course, will negatively affect the participation grade.

II. Assessment

Language learning is a cumulative process, and assessments are designed to measure students' developing proficiency throughout the semester.

Students should review vocabulary, grammar, and previously learned material regularly because course material is cumulative. All exams and quizzes are scheduled on the course calendar.

In order to provide flexibility for illness or other necessary absences, students will be allowed to drop one test and one quiz.

There will also be a cumulative Final Exam, which must be taken on the date and at the time assigned by the University.

III. Cultural Engagement Assignments

Students are required to complete five (5) Cultural Engagement Assignments during the semester. Possible activities include interviewing a Spanish speaker, attending an approved cultural event, visiting a location connected to Spanish-speaking culture, tasting and learning about foods from Spanish-speaking cultures, watching a film in Spanish, or completing another activity approved by the professor.

These assignments are designed to encourage students to engage directly with Spanish-speaking cultures and communities, particularly within the San Diego/Tijuana area.

All cultural engagement activities must be approved by the professor in advance. Please ask before completing an activity to make sure it qualifies for credit.

Students must provide the required documentation for each experience, such as photographs, ticket stubs, brochures, or other appropriate evidence.

Students must appear in the photos actively participating in the cultural experience to receive credit; photos without the student will not be accepted.

After completing all five required Cultural Engagement Assignments, students may participate in additional approved opportunities for extra credit when available.

IV. Conversation

Students will have opportunities to attend additional Spanish conversation sessions for extra credit. The professor will provide times for a Spanish Coffee Hour, and conversation sessions may also be arranged by appointment or during office hours.

The purpose of these sessions is not to review grammar, but simply to practice speaking Spanish in a relaxed

environment. Students are encouraged to arrange small groups in advance to create more opportunities for interaction.

One hour of conversation is worth a maximum of 10 extra-credit points. Students are encouraged to continue attending and practicing Spanish even after earning the maximum extra-credit points.

More information will be provided in class.

V. Homework

Homework will be assigned regularly throughout the week to provide students with consistent practice and reinforce the material covered in class. Reading assignments will be completed online through *Tu Mundo*, while practice activities will be completed in the hard-copy *Tu Mundo Workbook and Lab Manual*.

Because language learning requires frequent practice, students should expect homework on most class days. Homework is designed to reinforce the material covered in class and help students prepare for the next class meeting.

Assignments are due the following day unless otherwise indicated. Students are expected to complete assignments promptly and keep up with the daily practice.

Late Work Policy

Learning a language requires consistent practice and timely preparation. Assignments are designed to prepare you for class activities, conversations, quizzes, and assessments. Completing work on time will help you participate fully and successfully in class.

Late work will be accepted for up to one week (7 calendar days) after the original due date. After seven days, assignments will no longer be accepted for credit. If extenuating circumstances arise, please communicate with the professor as soon as possible.

Your success in this course depends on consistent practice. Stay engaged, keep up with the work, and ask for help when you need it.

VI. TalkAbroad

Each student is required to complete five (5) 15-minute conversations through TalkAbroad during the semester.

These conversations provide students with authentic opportunities to use Spanish with native or proficient Spanish speakers and to apply the vocabulary, language functions, and communication strategies practiced in class.

Specific instructions, preparation materials, deadlines, and additional information will be provided in class and through Canvas.

VII. STUDENT SUCCESS

Setting Yourself Up for Success

Time with the language is one of the most important factors in learning a language. You will learn best when you spend time both during and outside of class practicing and reviewing course content, including grammar, vocabulary, readings, and other material indicated in the syllabus.

Think of assignment due dates as milestones for completing your work by a specific day. Course activities are available in advance whenever possible to provide greater flexibility in balancing personal, work, and academic responsibilities. You are encouraged to work ahead.

Strategies that have helped students succeed in the past include:

- Making a personal study plan.
- Practicing Spanish a little every day.
- Attending all class sessions.
- Practicing Spanish with a family member, friend, coworker, or classmate.
- Asking the professor for additional learning materials adapted to your needs.
- Using additional Spanish-learning resources such as Duolingo, Conjuguemos, and SpanishDict.
- Creating study groups.
- Meeting with PLNU Spanish tutors.
- Arranging an appointment with your professor.
- Completing quiz corrections.
- Watching media in Spanish through YouTube, Netflix, Hulu, and other sources.

Lastly, as your professor, I have extensive knowledge of language learning and am committed to the success of each of my students. Please reach out to me so we can discuss recommendations, strategies, and resources that can best support your learning.

A Final Word About Learning Spanish

You will make mistakes in this class.

That is expected.

Learning another language requires practice, repetition, curiosity, preparation, and a willingness to communicate before everything feels perfect.

Come prepared. Participate. Take risks. Ask questions. Speak Spanish.

Your goal is not perfection. Your goal is progress.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Assessment and Grading

4 Module Exams Including *TalkAbroad* (5- 15 Minute conversations)	40%
Weekly Quizzes	10%

Online Homework (McGraw Hill Connect and Canvas)	15%
Cultural Events Portfolio (5 Events w/Pictures) Students must appear in the photos actively participating in the cultural experience to receive credit; photos without the student will not be accepted.	15%
Attendance and Daily Participation in Spanish	10%
Final Exam	10%

Grades will be based on the following:

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Traditional Undergraduate Records: Final Exam Schedules site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for *one* of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

Incompletes and Late Assignments

Learning a language requires consistent practice and timely preparation. Assignments are designed to prepare you for class activities, conversations, quizzes, and assessments. Completing work on time will help you participate fully and successfully in class.

Late work will be accepted for up to one week (7 calendar days) after the original due date. After seven days, assignments will no longer be accepted for credit. If extenuating circumstances arise, please communicate with the professor as soon as possible.

Your success in this course depends on consistent practice. Stay engaged, keep up with the work, and ask for help when you need it.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow distance education outside California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. Please consult the Academic

Honesty Policy in the University Catalog for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the Academic Behavior Policy in the University Catalog.

PLNU Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) to generate ideas, as a learning tool, or in some cases generate portions of work you will submit. I will specify in individual assignments what constitutes appropriate use of AI for that assignment. Please use this Purdue resource to guide your citations when using AI.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center, by email or phone at 619-849-2533. Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office. Please be aware that under Title IX of

the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services or consult the list of campus pastors.

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the Nondiscrimination and Anti-harassment Policy.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

PLNU Course Modality Definitions

1. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

In some courses, a portion of the credit hour content will be delivered asynchronously, and attendance will be determined by submitting the assignments by the posted due dates. More information on credit hours can be found in the Academic Policies in the University Catalog.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Use of Technology

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the Technology and System Requirements information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Loma Writing Center

Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a

trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar, and polishing final drafts, and more.

Walk-ins are welcome, but we recommend making an appointment in advance. For information about how to make in-person or online appointments, see Loma Writing Center webpage or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar
- Website
- Email

LomaBooks Instructions for Students:

Note: For courses using materials available through LomaBooks

For both digital and print materials, please add these student instructions to your syllabus and Canvas Course. Prior to the start of class, the PLNU Bookstore will also be sharing student instructions in a standalone email on how to access their content.

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your **LomaBooks** materials.

Assignments At-A-Glance/Canvas Course Summary

SPA 1001 — Spanish I

Unit	Theme	Language Functions	Essential Questions	Vocabulary & Grammar Snapshot

Unit 1: Yo, mis amigos y mi comunidad	**Identity and Relationships**	Greeting and introducing; asking/giving personal information; describing people; expressing likes/dislikes and preferences; indicating relationships; comparing	**Who am I and how do I present myself to others?** How do I describe the people in my life? How do I learn about others through conversation?	**Vocabulary**: greetings, personal information, personality, friends/classmates, interests. **Grammar**: *ser, estar, tener*, present tense, adjective agreement, question words, *gustar*.
Unit 2: Mi familia y mi vida diaria	**Families and Daily Life**	Describing; indicating relationships; expressing routines and frequency; telling time; sequencing; making plans; expressing wants and intentions	**How do families shape our daily lives?** How do our routines reflect who we are? How do we make and communicate plans?	**Vocabulary**: family, activities, routines, schedules, time. **Grammar**: present tense verbs, stem-changing/reflexive verbs as appropriate, expressions of frequency, *ir a* + *infinitive*.
Unit 3: Celebraciones, comida y comunidad	**Celebrations and Community**	Describing events; expressing preferences; inviting; accepting/refusing; congratulating; comparing; expressing wants; giving reasons	**How do celebrations reflect a community's values and traditions?** What role does food play in celebrations? How do people contribute to their communities?	**Vocabulary**: celebrations, food, traditions, invitations, careers and occupations. **Grammar**: present tense review, expressions with *gustar*, comparisons, *querer/poder/deber* and related structures.

Unit 4: Mi casa y los lugares de mi comunidad	**Home and Community**	Describing places and objects; stating location; asking/giving information; giving directions; comparing places; expressing preferences	**What makes a place feel like home?** How do we describe and navigate our communities? How are homes and communities similar and different?	**Vocabulary**: home, rooms, furniture, places in town, location and directions. **Grammar**: *ser/estar/hay*, prepositions of location, present tense review, comparisons.

Fall 2026 Course Calendar (Subject to change based on students needs.)

Unit 1 — Yo, mis amigos y mi comunidad (¡Bienvenidos! + Capítulos 1–2)

Date	Topic & Communication	Tu Mundo Reading	Important Dates / Assessments
Mon., Aug. 31	¡Vamos a conocernos! Welcome to Spanish 1001; introductions; getting to know classmates; course expectations and community building	No reading assignment	First Day of Class
Wed., Sept. 2	¡Vamos a conocernos! Introductions; names and origins; classroom community; basic conversational expressions	No reading assignment	
Fri., Sept. 4	¡Vamos a conocernos! Getting to know others; introductory conversation practice; preparation for beginning *Tu Mundo*	Read ¡Bienvenidos!, pp. 4–15, for Wednesday	
Mon., Sept. 7	NO CLASS	—	Labor Day

Wed., Sept. 9	¡Bienvenidos! / ¡A conversar! Greetings and farewells; introductions; names, origins and personal information; classroom expressions	¡Bienvenidos!, pp. 4–15 — Due	First Reading Assignment Due
Fri., Sept. 11	¡A conversar! Asking and answering basic questions; exchanging personal information; likes, dislikes, interests and preferences	Cap. 1: ¡A conversar!, beginning p. 16	TalkAbroad #1 Due
Mon., Sept. 14	¡A conversar! Getting to know others; exchanging personal information; keeping a basic conversation going	Cap. 1: ¡A conversar!	
Wed., Sept. 16	Amigos y compañeros: Friends and classmates; describing yourself and others; ser/estar and adjective agreement.	Cap. 2: Amigos y compañeros, beginning p. 50	
Fri., Sept. 18	Amigos y compañeros Personality and characteristics; relationships; similarities and differences	Cap. 2: Amigos y compañeros	Quiz
Mon., Sept. 21	Amigos y compañeros Describing and comparing yourself and others; expressing preferences	Complete Cap. 2, through p. 81	
Wed., Sept. 23	Unit 1 Review Talking about yourself and others; asking questions; describing people; expressing preferences; comparing people	Review: ¡Bienvenidos!–Cap. 2	
Fri., Sept. 25	Unit 1 Assessment	—	TalkAbroad #2 Due • Unit 1 Exam

Unit 2 — Mi familia y mi vida diaria (Capítulos 3–4)

Date	Topic & Communication	Tu Mundo Reading	Important Dates / Assessments
Mon., Sept. 28	Las actividades en familia Family members and relationships; identifying and describing family members	Cap. 3: Las actividades en familia, beginning p. 82	
Wed., Sept. 30	Las actividades en familia Describing family members; talking about relationships and family activities	Cap. 3: Las actividades en familia	
Fri., Oct. 2	Las actividades en familia Talking about what family members do together; describing family activities and preferences	Complete Cap. 3, through p. 119	Quiz
Mon., Oct. 5	La rutina Daily activities; describing a typical day	Cap. 4: La rutina y los planes, beginning p. 120	
Wed., Oct. 7	La rutina Schedules, telling time and frequency; talking about when activities occur	Cap. 4: La rutina y los planes	
Fri., Oct. 9	La rutina Sequencing daily activities; describing and comparing routines	Cap. 4: La rutina y los planes	Quiz
Mon., Oct. 12	Los planes: Talking about schedules and future plans; ir a + infinitive.	Cap. 4: La rutina y los planes — continued	
Wed., Oct. 14	Los planes Asking about another person's routine and plans; expressing wants and intentions	Cap. 4: La rutina y los planes — continued	

Fri., Oct. 16	Los planes Saying what you want or plan to do; integrating routines, schedules and plans	Complete Cap. 4, through p. 157	Quiz
Mon., Oct. 19	Unit 2 Review Family, activities, routines, schedules and plans	Review: Caps. 3–4, pp. 82–157	
Wed., Oct. 21	Unit 2 Assessment	—	TalkAbroad #3 Due • Unit 2 Exam
Fri., Oct. 23	NO CLASS	—	Fall Break

Unit 3 — Celebraciones, comida y comunidad (Capítulos 5–6)

Date	Topic & Communication	Tu Mundo Reading	Important Dates / Assessments
Mon., Oct. 26	Las celebraciones y las comidas Celebrations, traditions and special occasions	Cap. 5: Las celebraciones y las comidas, beginning p. 158	
Wed., Oct. 28	Las celebraciones y las comidas Foods and meals; talking about favorite foods and celebrations	Cap. 5: Las celebraciones y las comidas	
Fri., Oct. 30	Las celebraciones y las comidas Describing celebrations; expressing food and celebration preferences	Cap. 5: Las celebraciones y las comidas	Quiz
Mon., Nov. 2	Celebraciones y tradiciones Invitations; inviting others; accepting and declining invitations	Cap. 5 — continued	

Wed., Nov. 4	Celebraciones y tradiciones Congratulating others; discussing traditions and special occasions	Cap. 5 — continued	
Fri., Nov. 6	Celebraciones y tradiciones Comparing celebrations and traditions; expressing and explaining preferences	Complete Cap. 5, through p. 191	Quiz
Mon., Nov. 9	Las carreras y los oficios Careers, professions and occupations	Cap. 6: Las carreras y los oficios, beginning p. 192	
Wed., Nov. 11	Las carreras y los oficios Describing what people do; talking about careers and occupations	Cap. 6: Las carreras y los oficios	
Fri., Nov. 13	Las carreras y los oficios Interests and career preferences; describing people and their work	Complete Cap. 6, through p. 223	Quiz
Mon., Nov. 16	Unit 3 Integration Celebrations, foods, traditions, careers and people in the community	Review: Caps. 5–6, pp. 158–223	
Wed., Nov. 18	Unit 3 Review Expressing and explaining preferences; integrated communication practice	Review: Caps. 5–6	
Fri., Nov. 20	Unit 3 Assessment	—	TalkAbroad #4 Due • Unit 3 Exam

Unit 4 — Mi casa y los lugares de mi comunidad (Capítulo 7)

Date	Topic & Communication	Tu Mundo Reading	Important Dates / Assessments

Mon., Nov. 23	Los lugares y la residencia Homes and residences; rooms and household items; describing where you live	Cap. 7: Los lugares y la residencia, beginning p. 224	
Wed., Nov. 25	NO CLASS	—	Thanksgiving Recess
Fri., Nov. 27	NO CLASS	—	Thanksgiving Recess
Mon., Nov. 30	Los lugares y la residencia Describing rooms and household objects; saying where things are located	Cap. 7 — continued	
Wed., Dec. 2	Mi comunidad Places around town; asking where places are located	Cap. 7 — continued	
Fri., Dec. 4	Mi comunidad Giving and following directions; describing and comparing homes and communities	Complete Cap. 7, through p. 259	Quiz
Mon., Dec. 7	Unit 4 Review Home and community; locations, directions and preferences; integrated communication practice	Review: Cap. 7, pp. 224–259	
Wed., Dec. 9	Unit 4 Assessment	—	TalkAbroad #5 • Unit 4 Exam
Fri., Dec. 11	NO CLASS — OFFICE HOURS	Final Exam Review as needed	Office Hours • Last Day of Semester

Cumulative Final Exam

Date	Assessment	Material
Wed., Dec. 16, 10:30 a.m.–1:00 p.m.	Cumulative Final Exam	¡Bienvenidos! through Capítulo 7