# **Course Alignment for SPA 1102 CBE**

| **CO 1** | Interpersonal Communication: Students can show evidence of the ability to create with language in various timeframes to exchange information on familiar topics and to handle short, social interactions in culturally appropriate ways using contextualized words, phrases, common idiomatic expressions, and sentences, sometimes still supported by highly practiced language.  |
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| **CO 2** | Interpretive Listening/Viewing: Students can demonstrate understanding of the main idea, as well as some details, cognates, and idiomatic and formulaic expressions, in a variety of oral texts and media.  |
| **CO 3** | Interpretive Reading: Students can demonstrate understanding of the main idea, as well as some details and idiomatic expressions, on familiar topics in a variety of texts. |
| **CO 4** | Presentational Speaking: Students can make simple presentations on familiar topics using phrases and sentences that they have practiced. |
| **CO 5** | Presentational Writing: Students can write short, guided messages and notes on familiar topics using phrases and sentences. |

**Note:** Course Objectives are institutionally-mandated and taken from the Master Syllabus.

# **Course Structure and Alignment**

**Note:** Topic Objectives are developed by the course coordinator to align with the Course Objectives.

| **Unit** | **Topic** | **Objectives**{Grammar, Vocab, Conversational Task}(CAN-DO statements based on ACTFL proficiency benchmarks) (Novice-High)  Source: [PROFICIENCY BENCHMARKS](https://www.actfl.org/sites/default/files/CanDos/Novice%20Can-Do_Statements.pdf) | **CO #** | **Materials**(e.g., textbook; videos; links; articles; recorded lectures or demos; other resources) | **Activities**(e.g., watch videos; participate in discussions; draft or outline; complete simulations, labs, or practice activities) | **Assessments** |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **Topic 1** | Students will demonstrate understanding of texts using preterit tense.  | 3 | Lesson | Review:[Spanish 2 - Review](https://en.wikiversity.org/wiki/Spanish_2/Review)Lesson | Review of preterite tense, regular forms, and a few irregularsLesson | Chapter 1 Classroom Events[Chapter 1 - Classroom Events](https://en.wikiversity.org/wiki/Spanish_2/Chapter_1_%28Classroom_Events%29)Video and Flashcards | Topic 1* [Classroom vocabulary](https://tinycards.duolingo.com/decks/2qW65PLR/spanish-classroom-vocab)

[Affirmatives and negatives](https://tinycards.duolingo.com/decks/SPeGo7A/spanish-affirmatives-and-negatives) | Written Assignment | Topic 1 (read a class activity list and answer questions reviewing preterite) (20 points)Survey | Introductory Survey(10 points) * stem changing verbs

(they should include preterite) | Assignment | Unit 1 Holistic Assessment |
| **1** | **Topic 1** | Students will recognize negative expressions in oral texts and media.  | 2 |  | Page with song video and lyrics:Lesson | Music with negative terms: “Ingrata” by Café Tacuba (Mexico) (both versions)  | Assignment | Unit 1 Holistic Assessment |
| **1** | **Topic 1** | Students will write and react to short messages about class activities. | CO1,5 |  | Discussion | Topic 1 (write about (20 points post, 10 responses)   | Assignment | Unit 1 Holistic Assessment |
| **1** | **Topic 2** | Students will discuss free time leisure activities they did in the past. | 1 | Lesson | Chapter 2 Free Time: [Chapter 2 - Free Time](https://en.wikiversity.org/wiki/Spanish_2/Chapter_2_%28Free_Time%29)Videos and Flashcards | Topic 2* [Leisure and arts](https://tinycards.duolingo.com/decks/4HTSLy/spanish-arts)

[SABER vs CONOCER](https://tinycards.duolingo.com/decks/R2mRZCXH/saber-vs-conocer) | Survey | Motivation Survey(points don’t count to final grade) Written Assignment | Topic 2 (students will write about free time activities using the preterite (20 points) * free time activities
* music and dance
* hace… que
* tan… como
* saber & conocer
 | Assignment | Unit 1 Holistic Assessment |
| **1** | **Topic 2** | Students will recognize information about leisure activities from oral texts and media. | 2 | Videos and Flashcards | Topic 2Lesson | Games, sports, hobbies[Sports and pastimes](https://www.lawlessspanish.com/vocabulary/games-sports-hobbies/)[Video on sports vocab](https://www.youtube.com/watch?v=ikgdGicOdbc) |  | Assignment | Unit 1 Holistic Assessment |
| **1** | **Topic 3** | Students will recognize past-tense expressions related to the daily activities of Hispanic cultural icons. | CO3CO 5 | Lesson | Chapter 3 Daily Activities:[Chapter 3 - Daily Activities](https://en.wikiversity.org/wiki/Spanish_2/Chapter_3_%28Daily_Activities%29)Videos and Flashcards | Topic 3* [Morning routine](https://tinycards.duolingo.com/decks/LJpTjQ3/spanish-morning-routine)

[Accessories](https://tinycards.duolingo.com/decks/KPBFGAAh/accesorios-en-ingles) | Written Assignment | Topic 3: Reading on the daily habits of a native speaker with comprehension questions. (20 points) Lesson | Music with lyrics – “24 horas” by Café Tacuba (Mexico) | Assignment | Unit 1 Holistic Assessment |
| **1** | **Topic 3** | Students will recognize when to use stressed possessives in oral texts and media. | CO 2 | Lesson | Possessive Pronouns[Review of possessives and comparison with stressed possessives](https://studyspanish.com/grammar/lessons/posspro) |  | Assignment | Unit 1 Holistic Assessment |
| **1** | **Topic 3** | Students will write and react to short messages about their daily habits | CO1CO5 |  | Discussion | Topic 3: students will write a paragraph following the prompts and respond to others.(20 points) Y  | Assignment | Unit 1 Holistic Assessment |
| **1** | **Topic 4** | Students will demonstrate understanding of varieties and styles of clothing based on oral texts and media. | CO2 | Lesson | Chapter 4 Fashion:[Chapter 4 - Fashion](https://en.wikiversity.org/wiki/Spanish_2/Chapter_4_%28Fashion%29)Videos and Flashcards | Topic 4:* [Shopping and clothing](https://tinycards.duolingo.com/decks/4AqcQhx7/shopping-and-clothing-terms)
* [Regular verbs in the preterite](https://tinycards.duolingo.com/decks/8nxzcgyw/el-preterito)
 | Videos and Flashcards | Topic 4[How to speak Spanish - shopping](https://youtu.be/wfi8lT0P6jk)[Spanish 101 - shopping](https://youtu.be/gO5C-ygWyv8) | Assignment | Unit 1 Holistic Assessment |
| **1** | **Topic 4** | Students will use the preterite to write about and react to short sentences indicating clothing purchases.  | CO1 |  | Discussion | Topic 4: ¿Qué ropa compraste?  Give a description of the clothes you bought. Make sure to mention at least 5 articles of clothing and/or accessories, including the fabric and color (or metal). Mention how much you paid (¿Cuánto pagaste?) or if it was a gift, when you received it (¿Cuándo recibiste?)After you have posted, comment on two other classmates' posts in Spanish.  | Assignment | Unit 1 Holistic Assessment |
| **1** | **Topic 4** | Students will create a written composition on clothing preferences and present it orally. | CO4CO5 |  |  | Assignment | Unit 1 Holistic Assessment |
| **2** | **Topic 5** | Students will use irregular preterite verbs to discuss running errands in the city and market. | CO1 | Lesson | Chapter 5 Errands: [Chapter 5 - Errands](https://en.wikiversity.org/wiki/Spanish_2/Chapter_5_%28Errands%29)Videos and Flashcards | Topic 5:* [Places in the city](https://tinycards.duolingo.com/decks/4CAavzkN/lugares-en-la-ciudad)
* [Irregular preterites](https://tinycards.duolingo.com/decks/7mamX6bs/spanish-irregular-preterites)
 | Discussion | Topic 5: students will use the preterite discussing the errands they did this week. (20 points)  | Assignment | Unit 2 Holistic Assessment |
| **2** | **Topic 5** | Students will demonstrate understanding of irregular preterite verbs to interpret events related to places in the city.  | CO2 | Lesson | Direct Object PronounsVideos and Flashcards | Topic 5: [Common places in the city](https://www.youtube.com/watch?v=O1uh3OOko2I) | Lesson | Music – Preterites with “La camisa Negra” by Juanes (Colombia)Lesson | Music – Preterites with “La historia de Juan” by Juanes (Colombia) | Assignment | Unit 2 Holistic Assessment |
| **2** | **Topic 6** | Students will use vocabulary related to driving and navigation to discuss travel. | CO1 | Lesson | Chapter 6 On the Road:[Chapter 6 - On the Road](https://en.wikiversity.org/wiki/Spanish_2/Chapter_6_%28On_the_Road%29)Videos and Flashcards: Topic 6:* [Driving](https://tinycards.duolingo.com/decks/5xiz3bNP/spanish-2-driving)
* [Irregular Present Progressives](https://tinycards.duolingo.com/decks/25b5Ycye/irregular-present-progressives)
 | Discussion | Topic 6: students will answer prompt questions on their driving habits and respond to what other students share(20 pts.) | Assignment | Unit 2 Holistic Assessment |
| **2** | **Topic 6** | Students will demonstrate understanding of irregular tú commands in oral texts and media. | CO2 |  | Videos and Flashcards | Topic 6:[Affirmative tú commands](https://www.youtube.com/watch?v=RR0JceTsrzk)[Negative tú commands](https://www.youtube.com/watch?v=xMo_NUicxEo)  | Assignment | Unit 2 Holistic Assessment |
| **2** | **Topic 7** | Students will demonstrate understanding of central themes in the texts of childhood songs common to the Spanish-speaking world. | CO3 | Lesson | Chapter 7 Childhood: [Chapter 7 - Childhood](https://en.wikiversity.org/wiki/Spanish_2/Chapter_7_%28Childhood%29)Videos and Flashcards | Topic 7:* [Toys and animals](https://tinycards.duolingo.com/decks/5uSpR6qz/spanish-2-toys-animals-places-and-more)
* [Imperfect Tense](https://tinycards.duolingo.com/decks/2pyPSRYc/spanish-imperfect-endings)
 | Lesson | Music – three childhood songs | Assignment | Unit 2 Holistic Assessment |
| **2** | **Topic 7** | Students will use imperfect tense to discuss childhood activities and play.  | CO1 |  | Discussion | Topic 7: students will answer prompt questions using the imperfect about their childhood activities and play, and then respond to other’s posts. (20 points post) Y | Assignment | Unit 2 Holistic Assessment |
| **2** | **Topic 8** | Students will use the imperfect tense to read a short essay about childhood relationships and activities and share their own experiences. | CO1CO3 | Lesson | Chapter 8 Celebrations: [Chapter 8 - Celebrations](https://en.wikiversity.org/wiki/Spanish_2/Chapter_8_%28Celebrations%29)Videos and Flashcards | Topic 8:* [Celebrations](https://tinycards.duolingo.com/decks/4B45yovn/sp-1-las-celebraciones)
* [Relatives](https://tinycards.duolingo.com/decks/2BbG711N/spanish-relatives)

[Imperfect tense in Spanish](https://www.youtube.com/watch?v=VCWMBwNDVD4) | Written Assignment | Topic 8: Watch the video Mi niñez by Joan Manuel Serrat and answer the comprehension questions using the imperfect(20 points) | Assignment | Unit 2 Holistic Assessment |
| **2** | **Topic 8** | Students will create a written composition on childhood activities and present it orally. | CO4CO5 |  |  | Assignment | Unit 2 Holistic Assessment |
| **3** | **Topic 9** | Students will demonstrate knowledge of past tense verbs to describe a past event.  | CO2 | Lesson | Chapter 9 Emergencies:[Chapter 9 - Emergencies](https://en.wikiversity.org/wiki/Spanish_2/Chapter_9_%28Emergencies%29)Lesson | Examples of weather verbs: present, past and futureLesson | Additional ReadingVideos and Flashcards | Topic 9:* [Natural disasters](https://tinycards.duolingo.com/decks/33mW5hsn/spanish-vocab-natural-disasters)
* [Preterites that change with a Y](https://tinycards.duolingo.com/decks/S2GQMSc/y-preterite-verbs)
* verb oír (use this model for presentation of present and preterite verb forms) (we should also add that it is regular in the imperfect)
 | Quiz | Topic 9: students will match emergency or natural disasters with solutions using the preterite tense.(20 points) | Assignment | Unit 3 Holistic Assessment |
| **3** | **Topic 9** | Students will use preterite verbs to create a personal timeline and discuss it.  | CO1 |  | Discussion | Topic 9: students will answer prompts about their personal history and respond to other posts. (20 points) | Assignment | Unit 3 Holistic Assessment |
| **3** | **Topic 9** | Students will read a Spanish-language legend and answer comprehension questions about it.  | CO3CO5 |  | Written Assignment | Topic 9: read this article about [La Segua of Costa Rica](https://www.sanjosecostarica.org/sobre-san-jose-costa-rica/cultura-y-folklore/leyendas-de-costa-rica/la-segua/) and answer the comprehension questions. (20 points.)  | Assignment | Unit 3 Holistic Assessment |
| **3** | **Topic 10** | Students will demonstrate understanding of a reading about community clinics and health educators in Latin America. | CO3 | Spanish 2 Chapter 10 (Accidents): [Chapter 10 - Accidents](https://en.wikiversity.org/wiki/Spanish_2/Chapter_10_%28Accidents%29)Videos and Flashcards | Topic 10:* [Sickness and medicine](https://tinycards.duolingo.com/decks/42c1bxcv/spanish-sickness-and-medicine)
* [Accidents](https://tinycards.duolingo.com/decks/6msWPacy/vocab-the-accidents-spanish)
* [DECIR and PONER in the preterite](https://tinycards.duolingo.com/decks/3DHa7nyw/preterito-de-decir-y-poner)
 | Assignment: read this article about [training health educators in Guatemala](https://www.uic.es/es/noticias/alumnos-y-profesionales-de-uic-barcelona-capacitan-promotoras-de-salud-en-guatemala) and answer the comprehension questions (20 points)Lesson | Training Health Care Educators | Assignment | Unit 3 Holistic Assessment |
| **3** | **Topic 10** | Students will use imperfect and preterite to describe a medical situation that happened in the past. | CO5 |  | Discussion | Topic 10: Students will answer prompt questions to relate a health problem that they or a friend or family member suffered and respond to other posts(20 points) | Assignment | Unit 3 Holistic Assessment |
| **3** | **Topic 11** | Students will show understanding of a reading on TV culture in the Spanish-speaking world. | CO3 | Lesson | Chapter 11 Television:[Chapter 11 - Television](https://en.wikiversity.org/wiki/Spanish_2/Chapter_11_%28Television%29)Videos and Flashcards | Topic 11:* [Sports events](https://tinycards.duolingo.com/decks/4EW4jXtW/spanish-sports)
* [Irregular -IR preterites E > I](https://tinycards.duolingo.com/decks/4gJhKosG/irregular-preterite-verbs-ir-verbs-e-i)
* [Irregular -IR preterites O > U](https://tinycards.duolingo.com/decks/4gJjDBWB/irregular-preterite-verbs-ir-verbs-o-u)
 | Written Assignment | Topic 11: Students will answer comprehension questions about [Sábado Gigante, the longest running TV show](https://www.t13.cl/noticia/tendencias/espectaculos/sabias-sabado-gigante-partio-como-programa-domingo-y-se-llamo-sabados-alegres)in history(20 points) | Assignment | Unit 3 Holistic Assessment |
| **3** | **Topic 11** | Students will discuss a favorite television show or sporting event using prompt questions with irregular -ir preterite verbs. | CO1 |  | Discussion | Topic 11: Students will respond to prompts about their viewing habits and respond to others(20pts post) | Assignment | Unit 3 Holistic Assessment |
| **3** | **Topic 12** | Students will discuss a reading based on movie production. | CO1CO3 | Lesson | Chapter 12 Movies:[Chapter 12 - Movies](https://en.wikiversity.org/wiki/Spanish_2/Chapter_12_%28Movies%29)Videos and Flashcards | Topic 12:* [Action movie vocabulary](https://tinycards.duolingo.com/decks/6rGK6V/spanish-action-movie-vocabulary)
* [Irregular Past Participles](https://tinycards.duolingo.com/decks/2tn4fzhE/spanish-irregular-past-participles)
 | Written Assignment | Topic 12: students will read an [interview with director Pedro Almodóvar](https://www.elperiodico.com/es/ocio-y-cultura/20190321/entrevista-pedro-almodovar-estreno-cine-dolor-y-gloria-7364390) and then answer comprehension questions(20 pts.)  | Assignment | Unit 3 Holistic Assessment |
| **3** | **Topic 12** | Students will demonstrate understanding of the present perfect in oral texts and media. | CO2 |  | Videos and Flashcards | Topic 12:* [The present perfect](https://www.youtube.com/watch?v=y_yeb6qkMbs)
* [El presente perfecto](https://youtu.be/ZCT0wnz7_LQ)
 | Assignment | Unit 3 Holistic Assessment |
| **3** | **Topic 12** | Students will write a short composition about a favorite show and present it orally. | CO4CO5 |  | HOLISTIC ASSESSMENT Unit 3(Covers 9-1, 9-2, 10-2, 11-1, 11-2, 12-1, 12-2)Assignment | Holistic Assessment 3: Write about your favorite TV show or movie. Discuss why you liked it, what the show was about, and how you feel when you watched it.(30 points post, 20 points follow-up oral presentation)  | Assignment | Unit 3 Holistic Assessment |
| **4** | **Topic 13** | Students will demonstrate understanding of kitchen utensils and food preparation in oral texts and media. | CO2 | Lesson | Chapter 13 Cooking:[Chapter 13 - Cooking](https://en.wikiversity.org/wiki/Spanish_2/Chapter_13_%28Cooking%29)Videos and Flashcards | Topic 13:* [Spanish Cooking Verbs](https://tinycards.duolingo.com/decks/2wExq5bU/spanish-cooking-verbs)
* [Irregular tú commands in the negative](https://tinycards.duolingo.com/decks/JkVvdVGo/los-mandatos-informales-con-tu)
 | Videos and Flashcards: Topic 13 watch this video on [how to make churros](https://www.youtube.com/watch?v=oJMGeyRE62Y).  | Assignment | Unit 4 Holistic Assessment |
| **4** | **Topic 13** | Students will demonstrate understanding of food preparation from a written recipe. | CO3 |  | Written Assignment | Topic 13: Pick a recipe from [Lista de recetas](https://www.recetas.com/recetas/) and answer the comprehension questions | Assignment | Unit 4 Holistic Assessment |
| **4** | **Topic 13** | Students will use negative tú commands to discuss best practices in food preparation in the kitchen | CO1 |  | Discussion | Topic 13: Students will use commands to say what you should cook and what you shouldn’t cook(20 points post.)  | Assignment | Unit 4 Holistic Assessment |
| **4** | **Topic 14** | Students will demonstrate understanding of outdoor life in oral texts and media. | CO3 | Lesson | Chapter 14 Picnics:[Chapter 14 - Picnics](https://en.wikiversity.org/wiki/Spanish_2/Chapter_14_%28Picnics%29)Videos and Flashcards | Topic 14:* [Food and outdoor life](https://tinycards.duolingo.com/decks/26TgcbBQ/spanish-vocabulary-food-and-outdoors)
* [Ud. and Uds. commands](https://tinycards.duolingo.com/decks/4qVunQVt/5-1-span-2-usted-es-commands)
 | Written Assignment | Topic 14: students will watch this [video about a food purchase](https://www.youtube.com/watch?v=S15bgNJTlJg) and answer the comprehension questions. | Assignment | Unit 4 Holistic Assessment |
| **4** | **Topic 14** | Students will use Ud. commands to give suggestions for having an outdoor picnic. | CO1CO5 |  | Discussion | Topic 14: Students will express suggestions for a perfect picnic with Uds. commands(20 points) | Assignment | Unit 4 Holistic Assessment |
| **4** | **Topic 15** | Students will use the present subjunctive in discussions about travel intentions and trip planning. | CO1 | Lesson | Chapter 15 Planning a Trip: [Chapter 15 - Planning A Trip](https://en.wikiversity.org/wiki/Spanish_2/Chapter_15_%28Planning_a_trip%29)Videos and Flashcards | Topic 15:* [Vacaciones, viajes y hoteles](https://tinycards.duolingo.com/decks/26oYv2uA/vacaciones-viajes-y-hoteles)

[Present Subjunctive](https://tinycards.duolingo.com/decks/3yzZqwY2/spanish-present-subjunctive) Lesson | Music using subjunctive: “Ojala que llueva café” Juan Luis Guerra (Dominican Republic) | Quiz | Topic 15 on present subjunctive and trip planning(20 points)  | Assignment | Unit 4 Holistic Assessment |
| **4** | **Topic 15** | Students will demonstrate understanding of a reading about the Inca codices at Cusco. | CO3 |  | Written Assignment | Topic 15: Students will read the [article about the Manuscrito de Sahuaraura](https://www.bbc.com/mundo/noticias-america-latina-50568043) and answer comprehension questions.(20 points) | Assignment | Unit 4 Holistic Assessment |
| **4** | **Topic 15** | Students will write a short itinerary for a travel plan. | CO5 |  | Discussion | Topic 15: students will choose a Spanish-speaking destination and create a list of activities for 3 days, and then respond to other posts.  | Assignment | Unit 4 Holistic Assessment |
| **4** | **Topic 16** | Students will demonstrate understanding of the future tense in oral texts and media. | CO2 | Lesson | Chapter 16 Vacations[Chapter 16 (from Spanish 1) - Vacation](https://en.wikiversity.org/wiki/Spanish_1/Vacation)Lesson | Future Tense | Acceso | Univ. of Kansas [Future tense](http://acceso.ku.edu/NEW/gramatica/unidad5/futuro.shtml) | Lesson | Music using future tense verbs: “Un día normal” Juanes (Colombia) | Assignment | Unit 4 Holistic Assessment |
| **4** | **Topic 16** | Students will create a travel presentation using the conditional and present it orally. | CO4CO 5 | Lesson | Conditional tense| Acceso | Univ. of Kansas[Conditional tense](http://acceso.ku.edu/NEW/gramatica/unidad5/condicional.shtml) |  | Assignment | Unit 4 Holistic Assessment |