

# Syllabus

## Spanish 3, Semester B

### Course Overview

Learning a language is a multi-faceted experience in which you are introduced to a whole new set of words and ways of expressing yourself with words, along with new cultures formed by people who have been speaking that language for centuries. The Spanish-speaking world is vast and rich, spanning Spain in the Iberian Peninsula and many parts of North, Central, and South America, all with varied ethnic and political histories and cultures.

In Spanish 3B, you'll be reintroduced to Spanish in a variety of situations, beginning with multiculturalism, bilingualism, cultural influences on traditions, customs, food, and social experiences, and legends and folklore from different cultures. You'll discuss and describe genres of music, poetry, drama, and short stories, and proverbs from different cultures. You'll also explore how geographical features affect the weather, and how the geography and weather affect the clothing, food, and livelihoods of the local population. You'll also understand the history of Venezuela and how the Spanish conquerors and indigenous people shaped the culture of the country, and you'll learn about the South American independence movement, including some significant freedom fighters and their struggles to win independence. You will also discuss religions practiced in Argentina, the cultural icons of the country and how they compare to cultural icons from other countries, sports and activities in Argentina, some national symbols, such as the gauchos, and idioms and sayings from Argentina. Finally, you'll discuss types of wildlife and natural and agricultural resources found in Costa Rica, the human resources of the country that help overcome economic and natural disasters, and how to write formal and informal letters to share experiences.

You'll build on what you learned in Spanish 3A to communicate by listening, speaking, reading, and writing in Spanish as you internalize new vocabulary and grammar. You'll also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. You will build on this semester's work as you advance in your Spanish studies: everything that you learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

## Course Goals

By the end of this course, you will be able to do the following:

- Use the present subjunctive, the imperfect subjunctive, the present perfect subjunctive, the past perfect subjunctive, and the pluperfect subjunctive.
- Review the imperfect and the preterite tenses.
- Review the conditional mood, the conditional mood with **si** clauses, and the future tense.
- Use the present perfect tense, the conditional perfect tense, the future perfect tense, and the future progressive tense.
- Understand the different uses of the words **que**, **por**, **para**, and **hay**.
- Understand the use and omission of definite and indefinite articles.
- Understand the obsolete future subjunctive and how it has been replaced by the present subjunctive.
- Use comparisons of equality and inequality and review comparatives and superlatives.
- Use verbs that change spelling in the preterite tense.
- Use impersonal expressions with **se** and use **hay que**.
- Use the passive voice with **ser** + past participle.
- Understand the use and placement of negative and affirmative words.

## Language Skills

Spanish 3A is a prerequisite course for Spanish 3B. The following fundamental concepts and skills will be helpful.

- a basic knowledge of parts of speech, such as noun, verb, subject, adjective, and adverb
- the ability to read and speak English and compose paragraphs or lines of dialogue that form a coherent whole
- a basic understanding of world geography (particularly that of Latin America and Spain)

## General Skills

To participate in this course, you should be able to do the following activities:

- Work with word processing software such as Microsoft Word or Google Docs.
- Work with presentation software such as Microsoft Power Point.
- Do research online using various search engines and library databases.
- Communicate through email and participate in discussion boards.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document.*

## **Credit Value**

Spanish 3B is a 0.5-credit course.

## **Tips for Language Learning**

- Relax and enjoy yourself: To continue learning a new language, you will build on what you have already learned and incorporate new vocabulary and grammar concepts with the old, increasing your ability to communicate by listening, speaking, reading, and writing as you progress. To foster your progress, concentrate on communicating, not on using a new language beyond your current abilities. You will make errors, so look for improvement in your ability to communicate rather than perfect replication of the language you are learning.
- Immerse yourself in the language as much as you can. Replay audio, especially extended audio passages, to gain familiarity with the sound and meanings of the language. Look for opportunities to learn songs and watch multimedia content in the language.
- Use the mobile games that are packaged with this course to increase your fluency and comprehension of the language.
- Take advantage of and create additional opportunities besides those offered in the course to communicate in the language in everyday situations.
  - Use the audio recorder device provided with this course package (or any other recording device installed on your PC) to practice speaking, and play back your recordings to check for vocabulary and grammar usage and clarity of pronunciation (not perfection).
  - Practice reading the language aloud.
  - Use the discussion forums provided to practice communicating in written form with other learners.
  - Look for online language practice chat forums and real-life situations in which you can use the language, at whatever level you are comfortable with.
- Use the opportunities offered in the course to compare your responses with the sample answers provided in written form or as audio files. Your responses need not be exactly the same as the sample answers; rather, you should check for correctness of vocabulary, grammar, and pronunciation. If you're in doubt, you may consult your teacher (or anyone else you know who is proficient in Spanish).
- Learn the language in the context of the words and the situations in which they are used, instead of learning by a process of translation between Spanish and English.

# Mobile Games for Language Learning

Each lesson in this language course includes a game that is available on mobile devices and is designed to help you practice your listening and comprehension skills, whether you're in class or on the go.

Each game is based on one of these three game engines.

- **Word Swat.** You will see a question prompt, and then answer options will start to float from the top of the screen to the bottom. You must tap the correct option before it hits the bottom of the screen. This game is intended to reinforce grammar and vocabulary.
- **Stop that Snake.** You will hear or see a question or a prompt and fill in the blank boxes by typing on a QWERTY keypad within a specified time limit. This game helps you work on vocabulary and grammatical concepts.
- **Word Pop.** You will hear a series of words forming a sentence. Then floating bubbles will appear on screen, each with a word or phrase in it. You must tap to pop the bubbles that contain words that were part of the sentence you heard. For each correct bubble that is tapped, you gain points. You lose points for each incorrect bubble you tap. This is a fast-paced game that helps you focus on your listening skills and comprehension.

To gain access to the language games, you will need to use one of the following types of devices:

Apple iPads, iPhones, or iPod Touch devices using iOS 4 or later, tablets or phones running the Android OS v2.3 or later.

Here are the steps and requirements for getting to the games:

**For IOS devices:** Visit the [Apple Mobile App store](#) in iTunes or on your device. Find the Plato World Languages Games app that matches your language and semester. Download the app, launch it, and use your PLE credentials to log in.

**For Android devices:** Visit [Google PLAY](#) on your PC or device. Find the Plato World Languages Games app that matches your language and semester. Download the app, launch it, and use your PLE credentials to log in.

The first time you launch the installed app for a certain semester on a certain mobile device, you must establish that you are a Plato customer and are part of a district or school with licenses for the semester of languages at hand. To do this, you will enter your normal PLE login credentials, including *Account Login, Plato*

*Name*, and *Password*. Then you will be able to open and play games directly on a designated device for one semester’s worth of games. This access will last for one year from the date of authentication. If you continue to be a PLE user and your school continues to license the language courses, you can re-authenticate to unlock the games for an additional year.

## Course Materials

- Notebook
- Presentation software
- Computer with Internet connection and speakers or headphones
- Recording device on your computer for practicing and for teacher-submitted audio tasks
- Microsoft Word or equivalent
- Microsoft Excel or equivalent

## Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

### Unit 1: La identidad cultural

#### Summary

In this unit, which is set in San Juan, Puerto Rico, you will describe cultural identities and multiculturalism, and how being from two or more cultures influences family traditions, customs, and habits. You will understand what being bilingual and bicultural is and how the culture and language(s) shape a person. Next, you will discuss legends and folklore from different cultures. You will conclude with a discussion of social norms in multicultural societies and how different cultures mingle and thrive together.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
3 days:	<b>Las costumbres</b>	Lesson and

2-4	<p><i>Express thoughts about multicultural influences on customs and daily life.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Use the present subjunctive to express ignorance, uncertainty, or doubt, such as <b>DUDAR QUE</b> (to doubt that), <b>NO ESTAR CONVENCIDO DE QUE</b> (to not be convinced that), <b>NO PENSAR QUE</b> (to not think that), <b>NO ES VERDAD QUE</b> (it is not true that), etc.</i></li> <li>• <i>Use <b>QUE</b> to mean that, such as <b>PROPONGO QUE</b> (I propose that), <b>NO CREO QUE</b> (I don't believe that), etc. in sentences with two parts.</i></li> </ul>	Discussion
4 days: 5-8	<p><b>Una persona, dos culturas</b></p> <p><i>Discuss bilingualism and biculturalism.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Use the imperfect subjunctive and the past perfect subjunctive (imperfect subjunctive form of <b>HABER</b> + past participle) to express unfulfilled desires or regrets about things that happened in the past, after <b>OJALÁ</b>.</i></li> <li>• <i>Review conditional sentences (<b>SI</b> clauses).</i></li> </ul>	Lesson and Discussion
3 days: 9-11	<p><b>El folclore y la cultura</b></p> <p><i>Read and summarize legends and folktales from another culture.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Use the present perfect tense (present form of <b>HABER</b> + past participle).</i></li> <li>• <i>Review the imperfect and preterite tenses.</i></li> </ul>	Lesson and Discussion
3 days: 12-14	<p><b>Las normas culturales</b></p> <p><i>Discuss social norms in multicultural societies.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Use conditional perfect tense (conditional form of <b>HABER</b> + past participle) to express something hypothetical or unreal in the past.</i></li> <li>• <i>Identify and use irregular past participles.</i></li> <li>• <i>Use the subjunctive to express regret.</i></li> </ul>	Lesson and Discussion
3 days: 15-17	<b>Unit Activity—Unit 1</b>	Unit Activity
1 day:	<b>Posttest—Unit 1</b>	Assessment

## Unit 2: La cultura española

### Summary

In this unit, which is set in Madrid, Spain, you will discuss music from Spanish-speaking countries and various musical genres. You will also discuss drama, the genres of drama, and what makes up a drama. Then you will describe famous proverbs and poetry, including different types of poetry. To conclude, you will discuss short stories and cultural influences on these stories.

Day	Activity/Objective	Type
3 days: 19-21	<p><b>La música</b> <i>Discuss and compare genres of music.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review and use more applications of <b>POR</b> and <b>PARA</b>.</li> <li>• Use vocabulary related to musical genres.</li> <li>• Review the future tense.</li> </ul>	Lesson and Discussion
3 days: 22-24	<p><b>El teatro</b> <i>Discuss drama from Spain.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use vocabulary related to plays.</li> <li>• Explain genres of plays.</li> <li>• Use nouns that end in <i>-a</i> but are masculine.</li> </ul>	Lesson and Discussion
4 days: 25-28	<p><b>La poesía y los proverbios</b> <i>Discuss interpretations of poetry and proverbs.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use or omit definite and indefinite articles, including in special cases of nouns used in a general sense and abstract nouns.</li> <li>• Use feminine nouns that begin with a stressed <i>a</i> or silent <i>h</i> that is followed by a stressed <i>a</i>, which take the masculine article <b>EL</b> or <b>UN</b>.</li> <li>• Understand proverbs.</li> </ul>	Lesson and Discussion

4 days: 29-32	<p><b>Los cuentos</b> <i>Discuss interpretations of short stories.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Review the preterite and imperfect tenses in the context of short stories.</i></li> <li>• <i>Use vocabulary related to short stories.</i></li> <li>• <i>Use and review idioms related to stories.</i></li> </ul>	Lesson and Discussion
3 days: 33-35	<b>Unit Activity—Unit 2</b>	Unit Activity
1 day: 36	<b>Posttest—Unit 2</b>	Assessment

## Unit 3: La patria

### Summary

In this unit, which is set in Caracas, Venezuela, you will discuss the weather and geographical features of Venezuela and how geography affects the weather. You will also discuss the history of Venezuela and how the Spanish conquerors and indigenous people have shaped the country's culture. Then, you will describe the people of Venezuela and understand how the geography and weather affect their clothing, food, and livelihood. To conclude, you will discuss the South American independence movement and its freedom fighters, such as Simon Bolivar, and their struggles.

Day	Activity/Objective	Type
4 days: 37-40	<p><b>La geografía física de Venezuela</b> <i>Explore the weather and the geographical influences on weather patterns in Venezuela.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Use regular conditional tense.</i></li> <li>• <i>Use the present subjunctive with more impersonal expressions related to weather terminology: it's possible that (<b>ES POSIBLE QUE</b>), it's likely that (<b>ES PROBABLE QUE</b>), it's rare that (<b>ES RARO QUE</b>), etc.</i></li> <li>• <i>Understand that the obsolete future subjunctive was replaced by the present subjunctive.</i></li> <li>• <i>Use direction words and the compass.</i></li> </ul>	Lesson and Discussion



	<ul style="list-style-type: none"> <li>• Use vocabulary related to geography, such as coast (<b>LA COSTA</b>), river (<b>EL RÍO</b>), tributary (<b>EL TRIBUTARIO</b>), tropical rainforest (<b>LA SELVA TROPICAL</b>), mountains (<b>LAS MONTAÑAS</b>), etc.</li> <li>• Use weather vocabulary, including disasters (flood, fire, etc.) and Fahrenheit vs. Celsius.</li> </ul>	
3 days: 41-43	<p><b>La historia de Venezuela</b> Discuss the history of Venezuela and the impact of Spanish conquerors on indigenous peoples.</p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Express duration of time with <b>HACE</b> and <b>HACÍA</b> and <b>HACE</b> + time + preterite tense to mean “some time ago.”</li> <li>• Use comparisons of equality: <b>tan...como</b>, <b>tanto...como</b>.</li> <li>• Use comparisons of inequality: <b>MÁS (MENOS) + adjective + QUE, MÁS (MENOS) + adverb + QUE, MÁS (MENOS) + noun + QUE</b>.</li> <li>• Use vocabulary related to population descriptors, such as quality of life, standard of living, overpopulation, etc.</li> <li>• Use higher numbers (million and billion) and mathematical terms like percent, etc.</li> </ul>	Lesson and Discussion
3 days: 44-46	<p><b>La geografía humana de Venezuela</b> Discuss the people in Venezuela and the impact of geography and weather on their clothing, food, and livelihood.</p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use vocabulary related to the peoples of Venezuela, their clothing, food, livelihoods, etc.</li> <li>• Understand the meaning and uses of <b>HAY</b>.</li> </ul>	Lesson and Discussion
3 days: 47-49	<p><b>Los héroes de Sudamérica</b> Discuss heroes of South American movements for independence.</p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use the preterite vs. imperfect tense.</li> <li>• Use of signal phrases with the preterite vs. imperfect.</li> <li>• Conjugate preterite verbs that change spelling, such as: <b>CREER</b> (to believe), <b>CAER</b> (to fall), <b>POSEER</b> (to possess), <b>HUIR</b> (to escape), <b>CONSTRUIR</b> (to build), <b>CONTRIBUIR</b> (to contribute), <b>DESTRUIR</b> (to destroy), <b>INCLUIR</b> (to include), etc.</li> </ul>	Lesson and Discussion

3 days: 50–52	<b>Unit Activity—Unit 3</b>	Unit Activity
1 day: 53	<b>Posttest—Unit 3</b>	Assessment

## Unit 4: La comunidad

### Summary

In this unit, which is set in Buenos Aires, Argentina, you will discuss religions that are practiced in Argentina and how these religions affect the society, culture, and politics of the country. Then you will describe cultural icons in Argentina, how they have affected the country, and how they compare with cultural icons from other countries. Next, you will discuss sports and activities that are specific to Argentina and the cultures that these sports and activities are rooted in. You will conclude by discussing the gauchos and other national symbols of Argentina and idioms and sayings that have originated in and are used in the country.

Day	Activity/Objective	Type
3 days: 54-56	<p><b>Las religiones</b> <i>Discuss the impact of religion on the society, culture, and politics of Argentina.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Learn vocabulary related to religions.</li> <li>• Use the present perfect subjunctive tense: present subjunctive of <b>HABER</b> + past participle.</li> <li>• Use the subjunctive with <b>AUNQUE</b>.</li> <li>• Use the subjunctive with phrases using <b>ESTAR</b> and <b>TENER</b>, such as <b>ESTAR TRISTE DE QUE</b> (to be sad that), <b>ESTAR ENOJADO DE QUE</b> (to be angry that), <b>ESTAR FELIZ DE QUE</b> (to be happy that), <b>ESTAR FRUSTRADO DE QUE</b> (to be frustrated that), <b>TENER MIEDO DE QUE</b> (to be afraid that), <b>TENER LA CULPA DE QUE</b> (to have the blame that), etc.</li> </ul>	Lesson and Discussion
3 days: 57-59	<p><b>Las figuras culturales</b> <i>Discuss cultural icons in Argentina.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review the imperfect subjunctive tense.</li> </ul>	Lesson and Discussion

	<ul style="list-style-type: none"> <li>• Review the imperfect subjunctive with <b>SI</b> clauses.</li> <li>• Use the pluperfect subjunctive (formed with the imperfect subjunctive form of <b>HABER</b> + the past participle) with <b>SI</b> clauses in conditional sentences.</li> <li>• Use the subjunctive to express desires, hopes, and dreams, such as <b>ESPERAR QUE</b> (to wish that), <b>PREFERIR QUE</b> (to prefer that), <b>QUERER QUE</b> (to want that), <b>ROGAR QUE</b> (to plead that), <b>OJALÁ QUE</b> (to wish that), etc.</li> </ul>	
3 days: 60-62	<p><b>Los deportes</b> Discuss sports and sports stars from Argentina.</p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use impersonal expressions with <b>SE</b>.</li> <li>• Use the passive voice with <b>SER</b> + past participle.</li> <li>• Use the depersonalized construction <b>HAY QUE</b>.</li> <li>• Review vocabulary related to sports.</li> <li>• Use abstract, impersonal statements with <b>SE</b> to refer to people generally: <b>CUANDO SE FUMA, SE CORRE EL RIESGO DE CONTRAER VARIAS ENFERMEDADES; CUANDO SE HACE EJERCICIO, SE FORMA MEJOR CUERPO.</b></li> </ul>	Lesson and Discussion
4 days: 63-66	<p><b>Los dichos del pueblo argentino</b> Explore the lives of the gauchos and examine and interpret idioms and famous sayings in Argentina.</p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use words made indefinite by adding <b>-QUIERA</b>.</li> <li>• Use affirmative and negative words.</li> <li>• Understand the placement of affirmative and negative words and double negatives.</li> <li>• Use appropriate slang and idioms from Argentina.</li> <li>• Understand the influence of Italian on Argentina Spanish, called Italianisms.</li> </ul>	Lesson and Discussion
3 days: 67-69	<b>Unit Activity—Unit 4</b>	Unit Activity
1 day: 70	<b>Posttest—Unit 4</b>	Assessment

## Unit 5: El mundo

### Summary

In this unit, which is set in San José, Costa Rica, you will discuss types of wildlife found in the country. Then, you will learn about the natural and agricultural resources that Costa Rica is known for. You will also learn about the human resources of Costa Rica and how the country's population can help overcome economic problems and other disasters. To conclude, you will understand how to write letters, both formal and informal, to share experiences.

Day	Activity/Objective	Type
4 days: 71-74	<p><b>La vida silvestre</b>  <i>Discuss types of wildlife in Costa Rica.</i>  <b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Use comparatives and superlatives with irregular forms:</i> <ul style="list-style-type: none"> <li>- <b>MEJOR</b> (better, best),</li> <li>- <b>PEOR</b> (worse, worst)</li> <li>- <i>with age:</i> <b>VIEJO</b> (old) / <b>MAYOR</b> (older, oldest) and <b>JOVEN</b> (young) / <b>MENOR</b> (younger, youngest)</li> <li>- <i>with size:</i> <b>MÁS GRANDE</b> (bigger)/<b>MÁS PEQUEÑO</b> (smaller)</li> </ul> </li> <li>• <i>Use preterite vs. imperfect tenses, and present subjunctive</i></li> <li>• <i>Use time order words and ordinal numbers</i></li> <li>• <i>Use vocabulary related to wildlife in Costa Rica, such as birds (<b>PÁJAROS</b>), fish (<b>PECES</b>), insects (<b>INSECTOS</b>), mammals (<b>MAMÍFEROS</b>), reptiles (<b>REPTILES</b>), amphibians (<b>ANFIBIOS</b>), butterflies (<b>MARIPOSAS</b>), etc.</i></li> </ul>	Lesson and Discussion

<p>4 days: 75-78</p>	<p><b>Los recursos naturales</b>  <i>Discuss natural and agricultural resources in Costa Rica.</i>  <b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Review the future tense.</i></li> <li>• <i>Use the future perfect tense (future form of <b>HABER</b> + past participle) to express what will have happened in the future before a different action takes place, or by a specific time.</i></li> <li>• <i>Use vocabulary related to natural resources of Costa Rica, such as rainforest (<b>SELVA TROPICAL</b>), national park (<b>PARQUE NACIONAL</b>), hydroelectricity (<b>HIDROELECTRICIDAD</b>), etc.</i></li> <li>• <i>Use vocabulary related to the agricultural resources of Costa Rica, such as coffee (<b>CAFÉ</b>), pineapples (<b>PIÑAS</b>), bananas (<b>PLÁTANOS</b>), sugar (<b>AZÚCAR</b>), etc.</i></li> </ul>	<p>Lesson and Discussion</p>
<p>3 days: 79-81</p>	<p><b>Los recursos humanos</b>  <i>Discuss how resources available in Costa Rica can help overcome economic problems and disasters.</i>  <b>Grammar and Vocabulary Objective:</b></p> <ul style="list-style-type: none"> <li>• <i>Use present subjunctive to express emotion, demands, necessity, or possibility.</i></li> <li>• <i>Use verbs to express emotion or feelings with the subjunctive, such as <b>ALEGRARSE DE QUE</b> (to be glad), <b>ESTAR CONTENTO DE QUE</b> (to be happy that), <b>ES TRISTE QUE</b> (it's sad that), <b>ES UNA LÁSTIMA QUE</b> (it's a pity that), <b>ES MEJOR QUE</b> (it's better that), <b>ES NECESARIO QUE</b> (it's necessary that), <b>SENTIR QUE</b> (to feel, to be sorry that), <b>DESEAR QUE</b> (to wish that), <b>QUERER QUE</b> (to want that), <b>TEMER QUE</b> (to fear), <b>TENER MIEDO DE QUE</b> (to be afraid), etc.</i></li> </ul>	<p>Lesson and Discussion</p>

3 days: 82-84	<p><b>Escribiendo cartas</b>  <i>Discuss writing letters, formal and informal, to share experiences.</i></p> <p><b>Grammar and Vocabulary Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use future progressive tense (future form of <b>ESTAR</b> + present participle).</li> <li>• Use vocabulary related to experiences, observations, and learning.</li> <li>• Use vocabulary related to letter-writing, such as heading (<b>ENCABEZAMIENTO</b>), greeting (<b>SALUDO</b>), titles (<b>SR., SRA., SRTA./ MUY SEÑOR MÍO/A QUIÉN CORRESPONDA</b>), the date (<b>FECHA</b>), closing (<b>DESPEDIDA–ATENTAMENTE</b>), signature (<b>FIRMA</b>), etc.</li> </ul>	Lesson and Discussion
3 days: 85–87	<b>Unit Activity—Unit 5</b>	Unit Activity
1 day: 88	<b>Posttest—Unit 5</b>	Assessment
1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>End-of-Semester Exam</b>	Assessment