

Student-Centered Online Foreign Language Instruction

by

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Abstract

This paper describes the design, implementation, and evaluation of a student-centered, standard-based instructional model for teaching Spanish online. The literature on foreign language instruction suggests that a student-centered design will include personalized learning experiences that build capability and skill through variety in content, collaboration, and reflection. These elements were incorporated into an instructional model based on Murugaiah and Thang's (2010) five instructional stages for online language learning. The design also incorporated standards derived from the National Council of State Supervisors for Languages and the American Council on the Teaching of Foreign Languages (NCCSFL-ACTFL). The curriculum was evaluated through the use of a final exam, an exit survey, and student reflections proffered during the course. The results of the final exam suggest that the curriculum was successful for developing student proficiency. The exit survey and student reflections suggest that the model, as implemented, could be improved by extending student interaction and better scaffolding student collaborative experiences. Student reflections also suggest that synchronous chats are invaluable for supporting the student experience in terms of personalization and reflection.

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Chapter I: Introduction

Problem

From 2013 to 2016 I served as a Spanish instructor for the Association of Lutheran High Schools Online (ALHSO), teaching Spanish 1 and 2 to high school students and Spanish 1A to seventh and eighth graders. During the course of those three years I used two different curricula. The first was a fully online program that I chose because of its reputation for quality content. As the school year progressed however, it became apparent that despite the quality of the materials, the program was not meeting my students' learning needs. The program was, in its most basic structure, a textbook translated to an online environment and did very little to bridge the gap from explicit instruction to independent language use. My students had very little reason to take ownership of their learning because the program did not support them to that end. In the following two years I attempted to improve the courses by creating my own, more focused content and introducing elements that I hoped would increase student motivation and put the student at the center of the learning experience. My efforts did lead to some improvement, but I was still essentially using a textbook and translating it to the online environment. My instinct told me I needed to make a fundamental shift in course design, but I wasn't sure how to facilitate that shift.

In my review of the literature on the topic of teaching foreign language online, I found part of the answer in these words:

Online content [can] no longer [be] prescribed, pre-packaged materials; instead, it [must focus] on the process of learning (as opposed to product) through designing experiences which build capability, develop skills, and facilitate personal

learning, such as real-life problem-solving and critical thinking skills, and self-directed, self-regulated, personalized learning. (Sun, 2014, p. 24)

Later in the same work the author notes that collaborative learning experiences are central to online language learning. This type of content design – described as a means for best practice – is not teacher-centered, but student-centered. Programs designed by textbook companies for online use are still teacher-centered in the design in that they follow: initiation through teacher/tutorial presentation, response through individual student practice work, and a return to the teacher with evaluation through teacher/computer feedback (Meskill and Anthony, 2010). Due to the vast amount of practice activities included in online and textbook based programs, there are few opportunities for exposure to authentic materials, real-world problem solving, collaboration, critical thinking skills, or self-directed, self-regulated, personalized learning. According to Frey, Fisher, and Everlove (2009), the ultimate goal of instruction is to prepare students for independent learning with focused lessons, guided instruction, and collaborative learning experiences. The initiation-response-evaluation model that appears in online and textbook based language programs completely bypasses the guided instruction and collaborative learning phases, essentially making independent learning more difficult for the learner to achieve. Therefore, using a text-book based program for a fully online foreign language course will not meet the student needs because it is not truly student-centered and does not prepare them for independent language usage (ADFL, 2014).

Importance of the Study

The students who enroll in a Spanish course through ALHSO typically do so because they are high school students who need a foreign language credit or credits for graduation, or they are middle schoolers who wish to test out of Spanish 1 when they enter high school. In each of these scenarios it is necessary for the course or courses that they take to support them to such a degree that upon exiting the online program they can perform at a level of proficiency that would allow them to function at the next course level, regardless of how the course is delivered. The first textbook-based online foreign language program that my students and I encountered indicated that the curriculum as written was not meeting that need. This was evidenced by the following issues:

1. Some students were not self-motivated to do the work and often did not self-regulate. On several occasions I had to contact parents and proctors to get the students back on track.
2. If the students were not already naturally intrinsically motivated learners, the program did not personalize the learning experience for them so that they would be engaged to the point of intrinsically motivated participation.
3. The students were not always self-directed in using the program. Despite having resources available to them in the program and on the course website, they chose to contact me and their local teachers (who were not familiar with the course) for direction. This lack of self-direction prevented them from constructing their own knowledge with the available resources.
4. Opportunities for collaboration with classmates were difficult to fit into the curriculum because the program was so content-heavy.

5. The scope of the curriculum was unnecessarily broad, and consequently shallow in depth. Also, because of the amount of content that was included, there was very little time for the students to ask questions of each other or reflect.
6. The program activities emphasized the product of the students' learning and neglected to value their own personal processes. Depending on ability, one student could spend 15 minutes on their coursework while another may have to spend an hour, and because the program design was so rigid it was difficult for me to accommodate for learner differences.
7. The program assessments were often vague when it came to short answer questions or open-ended paragraph answers. The questions didn't clearly explain the skills that the students should demonstrate in their responses and were not attached to any specific objectives or quantifiers.
8. The content standards delineated in the program related only to the general standards established by the American Council for Teachers of Foreign Languages (ACTFL), commonly referred to as the 5 C's: Culture, Connections, Comparisons, Communities, and Communication. While those standards are useful for ensuring a variety of learning experiences, they do not relate specifically to the students' personal proficiency with the language. As a teacher for a consortium of schools, it would be useful to be able to prove to the participating schools that their students can do or will be able to do a set of prescribed skills that demonstrate proficiency at defined levels while enrolled in the online course.

As final evidence for the problem, student satisfaction with the first course I taught was very low. I lost one student at the semester mark and the two remaining students both noted in the end of course surveys that they felt that they had learned some Spanish from the course, but they would not recommend the course to other students because their learning needs were not fully met. In the years that followed I was able to implement some improvements with more guided instruction, assessment choices, and personalized learning, but there were still remaining issues that merited study for and design of a curriculum that will clearly outline exactly what each student has learned and accomplished during his or her time in the course.

Project Goal

The goal of this project is to develop, implement, and assess a fully online, student-centered Spanish 1 curriculum. Skill building, ability development, and personalization will occur within the context of exposure to authentic language sources, collaboration with classmates, co-construction of course materials, and reflection on progress toward meeting standards that demonstrate personal language proficiency (NCSSFL-ACTFL *Can-Do Statements*, 2017). In this way students and participating schools can be confident that either upon entering or exiting the online program, the student will not have just “covered” the content, but will be proficient with the language at the specified level.

Chapter II: Literature Review

Introduction

Students often choose to take an online foreign language course over a face-to-face course because the online course better fits their schedule or lifestyle. They can access the program when they want, how often they want, and engage with the content as much as they want until they learn it. The online choice puts the student at the center, in control of his or her learning. However, Pellerin and Soler-Montes note that:

To this day, there are a fair amount of language teacher and program designers who are still hanging on to old teaching beliefs and emphasize a teacher-centered and individual drills and practice approach. A move away from the traditional language teaching paradigm in favour of the adoption of a student-centered approach is sometimes perceived by these same believers that the development of the language competency will somehow be compromised. (2012, p. 19)

The literature relating to online language learning shows the opposite of that perception to be true. When online language learning is student-centered, competency is not compromised, but rather increases in vocabulary, grammar, writing, reading, speaking, and listening (see, e.g., Sun, 2014; Murugaiah and Thang, 2010; Lamy and Goodfellow, 1999; Pellerin and Soler-Montes, 2012; Bissoonauth-Beford and Stace 2012; Kiliçkaya and Krajka, 2010).

The over-arching themes that connect the literature with regard to the success of student-centered language learning in the online environment is the employment of a variety of content choices and learning activities, social constructivist theory, and reflection. The internet is a natural realm for the application of these strategies due to the

wide variety of online tools that are available (Son, 2011). How, then, do these strategies play out in the fully online language course? Learning in the digital age occurs through the process of interaction with various sources of knowledge and participation in group tasks. Reflection plays a significant role in this process (Lamy and Goodfellow, 1999). In this way, the direction of learning is not linear from teacher to student and back to teacher, but rather multidirectional in that the student can choose to what or to whom he or she directs the learning path: from student to content, content from student, student to student (socially), student with student (collaboration), student to self (reflectively), or student to teacher.

Content Variety

The scope of online content available to language teachers is virtually limitless. In an online language course, it is important to take advantage of these resources and utilize a variety of them so that students can personalize their learning experience (Son, 2011). According to Kiliçkaya and Krajka (2010), students who have the opportunity to apply multiple learning strategies are more successful in their learning because strategic application and adaptation supports their learning process by accounting for learner differences. That is, when students have the tools that fit their needs, they are better able to construct knowledge with them and continue the multi-directional path to student-centered learning.

Social Constructivism

Language learning is an activity bound by social interaction and knowledge building. Its goal and method are to communicate a message from one person or group to another. In this way, language learning does not happen only in the mind of the learner,

but also in the experience of interactive communication. As communication occurs, a student has the opportunity to practice, observe, reformulate, and grow competency in the language. Socially collaborative and interactive activities are the best venue for this type of knowledge construction (Pellerin and Soler-Montes, 2012). This constructivist viewpoint garners a student-centered approach to teaching and learning, in which the teacher begins and moderates conversations to encourage student learning and collaboration, so that the students can construct their knowledge of the language through various interactions.

One of the most useful tools an online language learner has is the community inherent in the course. According to Cunningham, a liminal group of learners – that is, a group of people who are physically present in one place, but virtually present in an online place in a “neither here nor there” scenario – is naturally less inhibited when it comes to both synchronous and asynchronous communication. Since they are not as inhibited, they are more likely to participate and take the communication risks that are necessary to be successful language learners (2011). Bissoonauth-Bedford and Stace concur:

Active learning through discussions is linked with the feeling of being connected to other members of a learning community and with the ability to make links between online contributions and the aims of the course task. Moreover, research into the quality of student learning has revealed that encouraging or requiring students to interact and support each other on course content deepens their cognitive understanding. (2012, p. 2)

The social constructivist approach to online teaching and learning also encourages students to be self-regulated learners because conversations – either synchronous or

asynchronous – open the path to contingent interaction. Lamy and Goodfellow suggest that the best quality of learning happens in this type of social interaction online because, “it is concerned with control in interaction” (1999, p. 45). When students have control over their learning, they will be more likely to self-motivate toward participation with their peers. Conversely, controlled participation with peers can also lead to self-motivated learners because that self-motivation is a reflection of the encouragement and acknowledgement received from fellow classmates. This aspect of online learning is amplified in a language course because the conversations that occur should be carried in the target language, signifying that the level of reflection over what is written or said will increase. Also, as classmates interact with each other in the target language, they help each other build their skills and capabilities with the language. This leads to better proficiency with the language in a way that is measureable and collectible, since online conversations are recorded either in text or in sound and/or video files. Murugaiah and Thang confirm this: “Engaging in peer interaction activities can assist students to collaborate and develop important skills in critical thinking, self-reflection, and co-construction of knowledge. Such environments contribute to better learning outcomes, including development of higher-order thinking skills” (2010, p. 22).

Reflection

As alluded to previously, social constructivism and reflection go hand in hand. When a student constructs knowledge of and proficiency in the target language through social interaction, he or she is forced to reflect upon every utterance or line of text. Consequently, each reflection informs the construction of more accurate and fluent language. Reflective learning is indispensable because it, “help[s] to raise the students’

awareness of their own learning process and consequently help[s] them to be more responsible for their learning” (Murugaiah and Thang, 2010, p. 21).

While reflection can occur at any time during an interaction, Lamy and Goodfellow (1999) offer a reflection-centered pedagogy which they term, “reflective conversation.” In this learning experience, they suggest that the topic of conversation be the target language and the experience of learning it. The rationale for this type of conversation is that the student must reflect on and communicate his or her understanding of the language in the context of a social experience where other students may benefit from their peer’s negotiation of the content. This situation demands that the students develop a level of control over the language that allows them to learn from and teach each other, while at the same time allowing for flexibility in how the students process the language. Reflection on the target language and conversation in the target language then result in a student-centered, personalized learning experience.

Performance vs. Proficiency

According to ACTFL document *Performance Descriptors for Language Learners*,

Performance is the ability to use language that has been learned and practiced in an instructional setting. Coached by an instructor, whether in a classroom or online, or guided by instructional materials, performance refers to language ability that has been practiced and is within familiar contexts and content areas. (2012, p. 4)

This definition fits the focus of textbook-based curricula: how well the student can reproduce what the teacher presents. Performance is completely dependent upon the

student's proficiency, however. If the student is not proficient in the skills that have been taught, he or she will not be able to perform them consistently at the appropriate level.

In the same document, ACTFL defines proficiency as, "the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language" (p. 4). This definition fits the paradigm described by the literature on fully online language learning. When the student is proficient, it proves his or her level of performance.

As ACTFL recognizes the value of both performance and proficiency for a foreign language learner, it has developed a list of statements that describe what it means to be proficient at a particular performance level. These *Can Do Statements* (2017) offer a framework for what foreign language production looks like. Also included in *the Performance Descriptors for Language Learners* is a schematic that shows what level of performance a student should be able to achieve after (*n*) years of language instruction. The *Can Do Statements* note in their introduction that they can be used by students to set goals for their learning, another important practice for students to help them toward self-guided, self-directed, and self-motivated learning.

Summary

The literature presents a clear picture that fully online language learning should be learner-centered: focusing on variety in content, social constructivism and reflection so that students can perform at an adequate level of proficiency for the amount of time that they have been engaged in foreign language learning.

Chapter III: Design

Introduction

Student-centered online foreign language instruction requires a variety of authentic content, frequent collaborative activities, and opportunities for reflection that scaffold students to improve their proficiency through spontaneous performance in both written and spoken settings. These requisites cannot be fulfilled if the students do not have a set of goals or standards to use, nor if they do not have an appropriate instructional model that carries them to independent language usage. Lastly, they must be assessed on their ability to perform according to the standards that support their level of proficiency. The following describes how those three elements were integrated in this Spanish 1 curriculum.

Procedures

Development

The curriculum required a set of goals or standards to work toward, so the curriculum for this Spanish 1 course was built around the proficiency statements listed under the Novice Low performance level in the 2017 ACTFL *Can-Do Statements* document (See Appendix A). The statements are a guide for progress and allow for the students to set goals for their own personal learning: how far they want to go, how much they want to accomplish, etc. The proficiency statements also contain examples of investigative questions that are useful for helping students understand how the language operates as a function of the cultures in which it is spoken. These questions are paired with opportunities for student-to-teacher, student-to-student, and student-to-culturally

native interactions. The investigative questions paired with interactive opportunities served to create themes for each unit of study in the course (See Appendix B).

Kartal and Uzun (2010) observe that most language learning websites do not take advantage of the potential that the internet offers in the delivery of their content. They criticize programs that reduce the learning process to answering multiple choice questions, true or false items, and fill in the blank exercises because these activities do not require collaboration or extended reflection. Neither do they scaffold the student to a specified level of proficiency. It follows that the framework for an effective curriculum must go beyond basic knowledge of vocabulary and structures, encouraging students to construct meaning and understanding through collaboration and reflection. Murugaiah and Thang (2010) concur that interactive and reflective learning goes beyond the initiation-response-evaluation model and define five stages of online learning that can also serve as a starting point for designing a curriculum. Those stages are: access and motivation, socialization, information exchange, knowledge construction, and development.

The framework that combines these two resources would look, in its most basic form, like this:

1. Access and motivation (Mirrors Sun's building capability): Introduce the standard(s) with KWL style or other interest building strategy (literature, authentic materials, etc.). What words and skills do you already know in Spanish that could help you meet this standard? What words and skills do you want to know in order to be able to meet it? Provide other authentic resources as necessary, but especially comprehensible literature to build vocabulary and

familiarity with grammar forms. Introduce them to a collaborative authentic assessment that will be completed at the end of the unit so that the final unit goal is clear. Presentational materials and focused lessons built around student input would make up the bulk of the content.

2. Socialization (Mirrors Sun's developing skill): Provide authentic materials that will help students use the target vocabulary and grammar in context with each other. This step allows for personalization of the learning process in that the students decide the direction they take with their responses, all the while creating a community of learning among themselves based on their responses. Forums, wikis, or synchronous chats could be used. This period of guided instruction would offer opportunities to practice listening, speaking, reading, and writing with teacher and student feedback.
3. Information exchange (Mirrors Sun's problem solving): At this level of collaborative learning, the student assumes more responsibility for his or her work. The students practice conversing using the vocabulary and grammar skills previously learned. They critique each other's writing and share information that will help their classmates create a polished authentic assessment. Forums, wikis, Google Docs, and chats could be used.
4. Knowledge construction (Mirrors Sun's critical thinking): Knowledge construction can occur through the use of authentic materials such as literature, song lyrics, movies, other authentic resources, feedback from classmates, guidance from instructor in conversations, and reflective conversations on how to

learn the material and what the experience of learning it is. Multimedia tools, forums, wikis, and chats could be used.

5. Development (mirrors Sun's self-directed, self-regulated, personalized learning): Students develop their proficiency through application with authentic assessments and reflection of personal performance. Authentic assessments can apply any form of media. Reflection of personal performance could be reported either privately to the instructor, publicly to the class, or a combination of the two.

Chat sessions were also included in the design of the course. When I first began teaching Spanish online I scheduled chats for the end of every unit at an interval of about every three weeks. Even with scheduling confirmation and reminder emails, attendance was spotty. I was surprised to find that the authors of the studies I read stated that they chatted synchronously at least once a week with students from all over the world. Their rationale for success in using synchronous chats was high student motivation and high stakes for not attending (see e.g. Sun, 2014; Cunningham, 2011; Murugaiah and Thang, 2010). In the following two years I maintained weekly chats and attendance was always good. The original design for this curriculum included two weekly chats. The rationale for that number was to serve as a support for the information exchange and development phases of each unit and still allow course days for sufficient variety of experiences in the other stages. Eventually I adjusted the design to include a weekly chat, for a total of three chats per unit. Both the original and adjusted designs followed a basic framework that was repeated each unit (See Appendix C).

The students were assessed on the artifacts that they produced during each unit. Those artifacts included written forum work, recorded chats, their authentic assessment,

and lastly, their reflection on how their artifacts demonstrate their proficiency. All activities were assessed with a holistic style rubric specific to the task at hand. The rubrics (See Appendix D) assigned point values to each descriptor, which were then totaled and converted to a letter grade.

Implementation

This curriculum was implemented as described above, as faithfully as possible during the fall of 2018 to nine students. The curriculum was implemented as much in Spanish as possible, with bilingual presentation only where absolutely necessary in order to scaffold the students' experience.

Seven class days of introductory material were used to accustom the students to working in an online environment and give them the most basic Spanish language.

The first unit of content centered on the creation of collaborative pieces: a whole-class dictionary for vocabulary words and two group projects that used the unit's target vocabulary and grammar. The students' progress within the collaborative projects was mixed. Varying levels of online experience, student ability, and reading comprehension challenged the viability of the projects. An extra week was added to the unit in order to give the students enough time to finish their collaborative pieces.

The instructional model was adjusted for the following three units in order to accommodate the students' learning needs, experience levels, and feedback requests while still maintaining a socially constructed, collaborative, and reflective learning environment. Rather than working on one collaborative project with classmates, each student became responsible for their own, personal authentic assessment at the end of the unit in addition to their personal standards document which included their artifacts and

reflections. Social interaction and collaboration were maintained with weekly chats, writing prompts, and a collaborative grammar document. In these activities, the students were exposed to cultural realia and then demonstrated their understanding of target vocabulary and grammar through written forum responses and collaboration within the shared documents.

I changed the chat schedule from two required chats per unit to three for several reasons. First, a weekly chat maintained continuity for student schedules. Second, each chat became a gatekeeper for completing coursework on time. Each chat included spoken practice activities and conversation prompts in addition to a review, correction, and reflection on previous course work. Third, each chat was recorded and served as the students' three spoken artifacts for their personal standards documents that were submitted each unit.

The final exam (Appendix E) and exit survey (Appendix F) were administered at the end of the semester, in addition to a final portfolio presentation in which each student chose three artifacts from the personal standard documents and reflected on how those artifacts demonstrated their growth as Spanish speakers.

Curriculum Assessment

The curriculum was assessed in the following ways:

1. Quantitative data: Student progress was quantified by assessing student proficiency upon exit from the semester. This data was collected through the use of the final exam. The end of semester survey was used in order to determine student satisfaction with the design, structure, and pace of the course. Ratings for this survey were based on a Likert scale.

2. Qualitative data: The same end of semester survey solicited student feedback regarding satisfaction with the course and reflection upon the student experience. Students also completed a reflection at the end of each unit and the end of the semester that served to qualify each unit experience.

Evaluation of Data

The final exam was evaluated according to basic statistical measures for both the score and the length of time to complete the test. Survey scores were evaluated in a similar manner in order to establish a level of student satisfaction. Qualitative feedback was analyzed for repeated comments and common themes relating to the student experience.

Limitations

Assessment of this curriculum design is limited by a small student sample. Nine middle school students were enrolled in the studied course. While a smaller class size can be an asset, it can also skew how effective the course design is. The design may be limited if the students are not accustomed to working with student-centered curricula or to working in an online course. The course is also heavy in text, requiring a certain level of ability in reading comprehension. Lack of experience or ability in any of those areas could be overwhelming for a middle school student. Another limitation is that there is not an objective, measureable point of comparison with classes from previous years in order to inform a rate of student success or a measure of course improvement. Lastly, parent or proctor involvement or lack thereof could influence student outcomes.

Artifacts

The curriculum was presented to the students in the form of weekly guide sheets that listed the weekly objectives, described the learning concepts, and assigned the activities related to each concept (See Appendix G).

Weekly chats utilized prepared slide-show presentations in order to guide the conversation and provide students with adequate practice and feedback (Appendix H). These chats were recorded and the students inserted the recording links into their personal standards documents at the end of each unit.

The final exam and exit survey were administered at the end of the course.

Results

The final exam consisted of sixteen tasks – one written and one spoken per standard – and was estimated to take two hours to complete. The results of the final exam are as follows:

Student	1	2	3	4	5	6	7
Score (max 10)	9.9	9.8	10.0	9.9	9.8	9.7	7.8
Time (hrs)	0.7	1.4	2.1	2.1	2.4	3.0	6.7

Figure 1: Final exam scores and time elapsed

Table 1

Statistical Measures of Scores and Time Elapsed

	<i>M</i>	<i>Mdn</i>	Mode	Variance	<i>SD</i>	<i>CV</i>
Score (max 10)	9.56	9.80	9.80, 9.90	0.52	0.72	0.08
Time (hrs)	2.63	2.10	2.10	3.22	1.80	0.74

The results of the final exam are strong in demonstrating the ability of the curriculum to produce students proficient in Spanish. The statistical measures for the scores and demonstrate that the students who completed the exam were able to perform within the required standards to a high degree of proficiency with a low coefficient of variation. The measures for time elapsed are also relatively consistent and report a low coefficient of variation, despite the fact that there is no way to determine what the actual active time was for each test taker, or if any outside help (translators, dictionaries, review of class materials, classmate help, etc.) was used in order to complete the exam questions. That being said, those students with the highest scores all completed the exam within or near the estimated two hour time frame.

The exit survey consisted of thirty-seven questions valued on a Likert scale of 1 to 5. The survey questions related to general course information, each stage of the learning process, and the pacing of the course. Eight of the nine students completed and submitted the exit survey (Appendix I).

The statistical measures for the exit survey are fairly consistent in that they lie within the range of 4 and 5 most of the time. Scores that fall below 4 for two measures or more belong to the following survey items:

- I preferred using authentic assessments instead of traditional tests.
- Socialization in the online “classroom” was better for me than in a traditional classroom.
- My classmates’ involvement helped me develop my language skills.
- My classmates helped me stay on pace with the course goals.

These results suggest that future iterations of the course should work to improve both the students' experiences with authentic assessments and student to student interactions for socialization and interdependence.

Qualitative feedback for satisfaction, value as an online course, and any other commentary that the students had to offer was also gathered from the exit survey. Eight out of nine students submitted responses (See Appendix J). The responses were analyzed for repeated themes and comments, to the following end:

Question	Repeated Theme	Responses
Describe your level of satisfaction with this course. State why you were satisfied with the course or not and why you would recommend the course to another student or not.	Recommend the course	5
	Didn't like the chats	2
	Pace should be slower	2
Describe your level of satisfaction with this course. State why you were satisfied with the course or not and why you would recommend the course to another student or not.	Beneficial	4
	Learned more than in a traditional class	4
	Learning/understanding occurring	8
List any other comments or suggestions that you may have.	Slower pacing	2
	Better coordinate student interaction	2

Figure 2: Qualitative feedback questions and repeated themes

These survey results indicate that the course experience was overall positive. All of the respondents indicate that they learned during the course. Over half would recommend the course. Half believed that the course was beneficial and that they learned more than in a traditional classroom. Other comments are constructive in their criticism and will serve to improve further iterations of the course.

The end of unit Personal Standards Documents with artifacts and reflections were the last measure used to evaluate the course. At the end of each unit the students were asked to give feedback which included a question on which part of the unit was most beneficial. The most repeated answer to that question across the four units was that the weekly chats were most helpful for their learning:

“The opportunity to work with other classmates in a group chat was positive.”

“The chat was the most beneficial part of the unit.”

“The chats in this unit were most helpful for me because I could ask questions and learn if I was mispronouncing something.”

“I liked the chats because we really get put on the spot and speak like we would really outside the classroom.”

“In the chats I really appreciated [the instructor] for helping me get better at speaking Spanish. I also think that I showed that I could speak in Spanish.”

“I think that the chats helped me understand how to talk in Spanish more by understanding and answering what she said or when we did a group project.”

“Mainly everything helped me out but I think that the thing that helped me out are the chats we do together. They help me by practicing the words and stuff we learned before we do the chats.”

“The chats because they were good practice and I learned many words from them.”

“The chats in this unit were the most helpful to me because I could actually hear the words instead of just reading them, which helps with pronunciation.”

“I liked the chats because they simulate real-world situations where I can’t rehearse over and over- it is then, there, real-time. They’re very challenging for me!”

“The chats were most helpful to me because I could ask questions and get an answer right away, and I could also learn better when I was speaking, instead of just writing the words.”

“I really like the chats because [the instructor] can help me if I can’t pronounce it well. I also like where we write a page on our classes and what we do in each to use Spanish in a sentence.”

In summary, the different measures of effectiveness of this curriculum demonstrate that the model used is able to produce proficient Spanish students with a generally high degree of satisfaction. The results indicate that areas to improve include student experience with authentic assessments, student interdependence, and adjustment to pacing. Finally, the results suggest that synchronous chats support and encourage students with real-time feedback and real-world speaking experience which are both necessary for developing proficiency.

Chapter IV: Reflective Essay

Introduction

The goal of this project was to create a student-centered, standard-based online Spanish curriculum that would produce students proficient at their level of instruction through the use of variety in content, collaboration, and reflection. The curriculum was designed around a five stage model that included space for access and motivation, socialization, information exchange, knowledge construction, and personal development. This model's purpose was to create a student-centered learning experience that was built around a set of performance indicators for proficiency. These standards were taken from the NCCFS-ACTFL *Can-Do* statements. The students' ability to write and speak in interpretive, interpersonal, and presentational capacities was tracked through the use of an end of unit portfolio style document which also included focused reflection on their work, its quality, and their learning process. The content of each unit centered on themes proposed by the standards. Every unit included focused, multimedia driven vocabulary and grammar lessons, guided instruction through chats and forum conversations, and collaboration in both shared grammar practice and forum conversations. The curriculum was evaluated during administration with the students' reflections. It was also evaluated at the end of the course with a final exam and exit survey that included both quantifiable and qualitative feedback.

Conclusions

The experience of developing this curriculum was beneficial to me as an educator because it taught me how to write a course with a big-picture goal in mind. I was forced to assess the value of each learning activity and resource in light of both the instructional

stages that they supported and the performance indicators that I wanted the students to be able to achieve through them. Reviewing the basic framework and project goals at the forefront of each writing session became a regular practice that I have been able to extend to other areas of my teaching. On the whole, the development stage was a positive experience that has given me more confidence in my ability to write new curricula and also to review and revise previous courses that I have taught.

The implementation of the curriculum came with some challenges. The introduction to the course was not as useful as it could have been in preparing the students for the structure and content that was to come. Part of the reason for this was that my students and I experienced some frustration with technology difficulties. I had hoped to use a class blog as a space for the students to share their collaborative work and end of unit projects, but not all of the students were able to access it. For whatever reason their Chromebooks or school firewall would not allow them to access it and their proctors were unable to help them resolve the issue. I did not want to exclude anyone from that part of the course design, so I had to adjust how their projects were shared. In hind-sight I could have used a forum within the course management system just as easily and eliminated the use of an outside website. In the future I plan on redesigning the introduction so that it teaches the students from the outset what the personal standards documents are and how they relate to all of the learning activities throughout the unit. I will integrate the current introductory target language activities into that experience so that they can build a personal standards document day by day with the work that they do, and as a result, get started on more Spanish sooner. I believe that that plan will be a

better investment of course time that will bear dividends in the following units of instruction.

The implementation of the first unit also had its share of struggles. I used the instructional model as previously described as faithfully as possible in order to create a collaborative writing experience for the students that would serve as their interpersonal performance indicator. I solicited student input about what they could do to demonstrate their ability to communicate with the target vocabulary and grammar, let them choose which projects they wanted to do, let them choose their roles within the finalized two groups, and gave clear descriptions of the role and expectations. When it came time for the students to write, though, only two students in each of the two projects wrote in a way that suggested they read the instructions or understood how the roles were supposed to function. The rest of the students required additional guidance and feedback in order to understand that they were expected to write their own original content within the project as well. The whole process of completing the collaborative projects added an extra week of time to the unit so that everyone would have enough time to finish the required coursework. Most frustrating to me, though, was that in order to implement the project, the majority of the explanations and instruction had to be in English. My goal was for them to interpret, interact, and present in Spanish! All of the extra build-up in English felt like a waste of instructional time, especially if the students didn't understand their roles and responsibilities within those English explanations. The students' feedback indicated that the project was overwhelming, so I did my best to adjust activities within the framework for the following units to better meet their needs, their experience levels, and also my need to get them functioning in Spanish.

The second and following units flowed much better in the delivery of content and its relation to the standards. The first adjustment I made was to move the vocabulary day to the first day of the unit. That freed up an extra day for grammar instruction so that the students would have more time to learn the grammar concepts. The second adjustment I made was to implement three chats per unit, rather than the two outlined in the previous framework. This change was positive because it removed the need for the students to create extra spoken artifacts for their personal standard documents. Each chat was recorded and the hyperlink was emailed to them to directly insert into their document under the appropriate standard. The chats were also effective as gatekeepers for reflection. Each chat incorporated activities for practice, discussion about the language in the target language, and review of previous written assignments. In this way, the students were able to take a second look at their work and rethink what they needed to fix. The third adjustment I made was to eliminate the large collaborative project and replace it with three different writing assignments. The first and third assignments were both forum activities that included an authentic content source with an accompanying writing prompt. The students made their initial responses to the content and then responded to several classmates in kind. These forum activities functioned as the students' interpretive and interpersonal written artifacts for their personal standards documents. The second assignment was a shared grammar activity. The students were each given their own initial assignment within the document, and then were asked to critique and correct each other's work, to the end of creating a grammar handbook. These assignments were not as collaborative or personalized as I would have liked, but they allowed the students to

function in the language at a level that was acceptable for forward progress and still maintain variety in the content and a high level of reflection within the assignments.

At the end of the semester I administered the final exam and exit survey, the results of which were described previously. I was not at all surprised with the results of the final exam and felt that the scores were an accurate representation of my students' learning and effort. The exit survey and accompanying comments on course satisfaction will be useful to me in my efforts to improve the course in the future. Based on their responses, I hope to improve the students' experiences with the authentic assessments and also with each other. I would like to eventually work them up to creating collaborative authentic assessments toward the end of the semester in pairs or groups of three, depending on the size of the class. I would also like to extend the forum activities so that there are more opportunities for discussion and peer-to-peer assessment.

The last activity that I implemented at the end of the semester was a one-on-one chat in which the students chose three artifacts from their personal standards documents to share with me. They informed me of their choices and I inserted them into the presentation for the chat. During the chat, they told me why they chose their artifacts, what they demonstrated, how they would change them if they had to do it over again, and how they fit into the big picture of their development as Spanish speakers. This final chat was especially rewarding for me in terms of what my original purpose and goals were, because this was where I was able to see the student-centeredness of the design come through. Their comments brought all of the course goals into one place: emphasizing the skills they had learned, their personal ability and learning process, ownership of their learning, and critical thinking about the value of their experience within the course.

Despite the set-backs and challenges that occurred during the implementation of the project, I think that I succeeded in writing a curriculum that fulfilled my original purpose and allowed the students to meet the established learning goals. The learning that I take away from this project is three-fold. First, I was able to see how each stage of the instructional model built the students' capabilities and developed their skills within the target language. Breaking away from pre-made textbook question-and-answer activities and moving to more in-depth writing activities gave my students the foundation they needed in order to succeed during the course, on the final exam, and at the final reflection. Second, I was able to see how valuable set standards are. They require me to prioritize learning time and choose or create only those activities that support the standards. They also allow me to prove that the activities I have prepared are appropriate to the level of instruction. Lastly, I re-learned how valuable reflection is for both students and teacher. It truly is the driver of process-oriented teaching and learning. Reflections inform the students' own personal learning, and also allow me to improve their experience in the course.

Recommendations

Looking ahead, I recommend the following practices for further fine-tuning of the course.

1. Allow the students to go deeper in their interactions with each other in collaborative work and conversations by eliminating the interpersonal forum conversation. In addition to slowing the pace by reducing the number of finished work pieces, it will also make room for extended work within the interpretive conversation and grammar handbook. The grammar handbook would then

become the interpersonal project in which groups of two or three could write and assemble their own instructions and examples of the target skills in question. This would also serve to facilitate more reflective conversation in the target language.

2. Scaffold the student experience with collaborative authentic assessments by starting with individual work that, upon completion, students share with each other for comments and critique. Then, as the semester progresses, work up to collaborative projects in small groups.
3. Add to the personal reflection at the end of unit, prompting the students to evaluate their level of ownership over their learning in terms of self-direction and personalization, to the end of recognizing their learning process and how it affects their progress in the course.

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**Appendix A: 2017 NCCFS-ACTFL Can-Do Statements Proficiency Benchmarks
and Performance Indicators – Novice Low Level**

Interpretive Communication

Proficiency Benchmark: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized, words, phrases, and simple sentences in texts that are spoken, written, or signed.

Performance Indicator: I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.

Performance Indicator: I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.

Interpersonal Communication

Proficiency Benchmark: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Performance Indicator: I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.

Performance Indicator: I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.

Performance Indicator: I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.

Presentational Communication

Proficiency Benchmark: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Performance Indicator: I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.

Performance Indicator: I can express my likes and dislikes using practiced or memorized words and phrases with the help of gestures or visuals.

Performance Indicator: I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.

Intercultural Communication: Investigation

Proficiency Benchmark: In my own and other cultures I can identify products and practices to help me understand perspectives.

Performance Indicator: Products: I can identify some typical products related to familiar everyday life.

Performance Indicator: Practices: I can identify some typical practices related to familiar everyday life.

Intercultural Communication: Interaction

Proficiency Benchmark: I can interact at a survival level in some familiar everyday contexts.

Performance Indicator: Language: I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.

Performance Indicator: Behaviors: I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

Appendix B: Semester One Unit Themes, Corresponding Investigations, and Interactive Goals

Unit 1: ¡Hola!

Investigation: I can identify social practices such as greetings, introductions, leave-taking and thanking people.

Interactive Goal: I can greet and take leave from someone using polite rehearsed behaviors.

Unit 2: ¿Qué te gusta hacer?

Investigation: I can identify how people use their free time and why.

Interactive Goal: I can participate in a sport with peers of the target culture or appreciation of the sport by observing and imitating them. (Customized for online environment.)

Unit 3: Mis amigos y yo

Investigation: I can identify some personal traits and characteristics and show how and why they are globalized. (Customized for content)

Interactive: I can share with peers in another culture personal characteristics that might be familiar to them. (Customized for content.)

Unit 4: Somos estudiantes

Investigation: I can identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture.

Interactive: I can answer simple questions about my future study plans, including high school, college, or study abroad. (Customized for student age level.)

Appendix C: Basic Unit Framework**Unit 1**

Part 1: Access and Motivation			
M	Day 1	Introduction of theme, standards, elicit student response for ways that they standards could be represented as well as a personal goal	Key Words: Introduction, build interest, what do you know, what skills do you need, authentic resources, comprehensible input, definitions, structures
T	Day 2	Focused vocabulary lesson with practice activities and personal dictionary entries	
W	Day 3	Focused grammar lesson with practice activities	
Part 2: Socialization			
R	Day 4	Conversation writing	Key Words: Where can you use this, what direction do you want to take, practice with listening, speaking, reading, writing, feedback
F	Day 5	Conversation critiquing - partners	
M	Day 6	Final conversations recorded as video or sound clip and both script and sound clip archived in standards document.	
Part 3: Information Exchange			
T	Day 7	Chat Day: Check-in, conversation practice, Also, authentic assessment and groups/roles assigned or chosen, depending on student ability	Key Words: Collaborative, search for and share authentic materials, conversation
W	Day 8	Preparatory conversations	
R	Day 9	Collection of resources	
Part 4: Knowledge Construction			
F	Day 10	Comparison/Utilization of resources	Key Words: Authentic materials, feedback, what is the experience of learning this
M	Day 11	Synthesis of resources	
T	Day 12	Submission of collaborative authentic assessment with reflection	
Part 5: Development			
W	Day 13	Standards Document/Artifact/Personal Goal completion work day	Key Words:

R	Day 14	Chat Day: Progress reporting to group, opportunity for questions before standards submission	Application, authentic assessment, reflection of personal performance
F	Day 15	Submission of artifacts that support standards and goals with reflection	

Units 2, 3, and 4

Part 1: Access and Motivation			
M	Day 1	Introduction of theme, standards, functional vocabulary lesson with practice activities, goal-setting prompt for unit	Key Words: Introduction, build interest, what do you know, what skills do you need, authentic resources, comprehensible input, definitions, structures
T	Day 2	Focused grammar lesson #1 with practice activities	
W	Day 3	Focused grammar lesson #2 with practice activities	
Part 2: Socialization			
R	Day 4	Chat Day: Check in, review of vocabulary and grammar concepts, initial real-time practice, discuss goals for unit based on experience with vocabulary and grammar	Key Words: Where can you use this, what direction do you want to take, practice with listening, speaking, reading, writing, feedback
F	Day 5	Interpretive Conversation: initial responses to writing prompt based on authentic resources	
M	Day 6	Interpretive Conversation: responses to classmates' writing	
Part 3: Information Exchange			
T	Day 7	Group Grammar work: using grammar concepts in context within a collaborative document	Key Words: Collaborative use of authentic materials, conversation
W	Day 8	Group Grammar Work: Critiquing/correcting classmates' work	

R	Day 9	Chat Day: Review of Group grammar, more contextualized practice of vocabulary and grammar concepts using authentic materials, discussion of progress toward personal unit goals	
Part 4: Knowledge Construction			
F	Day 10	Interpersonal Conversation: initial responses to writing prompt based on authentic resources	Key Words: Authentic materials, feedback, what is the experience of learning this
M	Day 11	Interpersonal Conversation: responses to classmates' writing	
T	Day 12	Presentational Artifact and Personal Goal Work Day	
Part 5: Development			
W	Day 13	Presentational Artifact and Personal Goal Work Day/Submission Day	Key Words: Application, authentic assessment, reflection of personal performance
R	Day 14	Chat Day: Review of presentational artifact, discussion of personal learning, goals met, presentational chat activities	
F	Day 15	Submission of artifacts that support standards and goals with reflection	

Appendix D: Assessment Rubrics*Spoken Work*

Skills are assessed as appropriate to the level of instruction.

<u>Criteria</u>	<u>Scale</u>
Vocabulary	
• Variety of words and idioms	1 2 3 4 5
• Accuracy of use	1 2 3 4 5
Structure	
• Control of grammatical structures	1 2 3 4 5
Flow	
• Rate of speech	1 2 3 4 5
Pronunciation	
• Comprehensibility	1 2 3 4 5

Scoring

Excellent	23-25
• Extensive and rich variety in vocabulary	
• Correct use of words	
• Strong control of grammatical structures; few errors	
• Speaks with little to no hesitation	
• Pronunciation does not interfere with communication	
Good	20-22
• Good variety in vocabulary	
• Almost always correct use of words	
• Good control of grammatical structures; some errors	
• Speaks with minimal hesitation	
• Pronunciation rarely interferes with communication	
Satisfactory	17-19
• Developing variety in vocabulary	
• Mostly correct use of words	
• Some control of grammatical structures; several errors	
• Communicates with some hesitation	
• Pronunciation occasionally interferes with communication	
Unsatisfactory	<17
• Limited variety in vocabulary	
• Inaccurate use of words	
• Minimal control of grammatical structures; many errors	

Written Projects

<u>Criteria</u>	<u>Scale</u>
Content	
• Use of grammatical structures	1 2 3 4
• Use of vocabulary	1 2 3 4
• Appropriate use of idioms	1 2 3 4
Organization	
• Organized structure	1 2 3 4
• Logical flow of ideas	1 2 3 4
Accuracy	
• Accuracy in grammatical forms	1 2 3 4
• Accuracy in spelling	1 2 3 4
• Accuracy in punctuation	1 2 3 4
Creativity	
• Presentation of original ideas	1 2 3 4
• Sufficient development of ideas	1 2 3 4
<u>Scoring</u>	
Excellent	37-40
• Extensive and rich variety in content	
• Clear organization	
• Perfect accuracy	
• Obviously original ideas	
Good	33-36
• Good variety in content	
• Mostly clear organization	
• Very few errors	
• Mostly original ideas	
Satisfactory	30-32
• Developing variety in content	
• Some organization	
• Some errors	
• Limited original ideas	
Unsatisfactory	<30
• Very little to no variety in content	
• No apparent organization	
• Many errors	

- No original ideas

Portfolio Presentations

Category	High – 5	Medium - 3	Low - 1
Six Artifacts	There are six artifacts in the document	There are four to five artifacts in the document	There are less than four artifacts in the document
Best/Polished Work	The artifacts represent the best work that the student is able to produce at the current level of instruction and experience.	Some of the artifacts represent the best work that the student is able to produce at the current level of instruction and experience.	Few pieces represent the best work that the student is able to produce at the current level of instruction and experience.
Relevant Reflections	The required reflections are in-depth and honest. They show solid understanding of how the artifacts support the achievement of the performance indicators.	The reflections are superficial or may be lacking in information. They show some understanding of how the artifacts support the achievement of the performance indicators.	The reflections are not specific enough. They show little to no understanding of how the artifacts support the achievement of the performance indicators.
Polished Reflections	The reflections are proofread and do not contain any errors in grammar, punctuation, or spelling.	The reflections contain some errors in grammar, punctuation, or spelling.	The reflections contain many errors in grammar, punctuation, or spelling.
Explanation of Best Piece	There is a good, evidence-based explanation why the chosen piece is the best piece of work in the document.	There is an attempt to explain why the chosen piece is the best piece of work in the document, but evidence is loosely related or given.	There is either no attempt or a bad attempt (no evidence given) to explain why the chosen piece is the best piece of work in the document.
Totals:			

Forum/ Participation

Followed scheduled timeline:

- (2) Messages were posted by suggested due date
- (1) Original message was posted after suggested due date
- (0) Did not enter the discussion

Response to postings of others:

- (2) Interacted two or more times with students and/or instructor
- (1) Interacted only once with students and/or instructor
- (0) Did not enter the discussion

Development of Ideas:

- (3) Introduces new ideas; Helps develop ideas; Usually stimulates the discussion
- (2) Helps develop existing ideas; Occasionally stimulates the discussion
- (1) Contributes very little to development of ideas; Does not stimulate the discussion (often simply "agrees")
- (0) Did not enter the discussion

Evidence of Critical Thinking:

- (3) Clear evidence of critical thinking (application, analysis, synthesis, or evaluation of issues)
- (2) Some beginning evidence of critical thinking (usually recites facts instead of addressing issues)
- (1) Little evidence or poor demonstration of critical thinking (often only recites facts)
- (0) Did not enter the discussion

Appendix E: Final Exam

Standard: Interpretive Communication:

1. I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.

Written:

HORARIO		6°BÁSICO A			
PROF. JEFE		Pamela Manriquez			
HORA	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
08:00 A 8:45	Musica Nefi Díaz	Taller lenguaje Cristina Salinas	Artes Daniel Soto	Inglés Pamela Manriquez	Lenguaje Daniela Nuñez
8:45 A 09:30	Musica Nefi Díaz	Taller lenguaje Cristina Salinas	Artes Daniel Soto	Inglés Pamela Manriquez	Lenguaje Daniela Nuñez
RECREO					
9.45 - 10.30	Lenguaje Daniela Nuñez	Inglés Pamela Manriquez	Historia Soledad Aróstica	Tecnología Natalie Tamayo	Historia Soledad Aróstica
10.30 - 11.15	Lenguaje Daniela Nuñez	Orientación Pamela Manriquez	Historia Soledad Aróstica	Taller deporte Macarena Tapia	Historia Soledad Aróstica
RECREO					
11.30- 12.15	Cs. Naturales Janet Reinoso	Matematicas Marcela Morales	Lenguaje Daniela Nuñez	Cs. Naturales Janet Reinoso	Religión Gabriel Moris
12.15- 13.00	Cs. Naturales Janet Reinoso	Matematicas Marcela Morales	Lenguaje Daniela Nuñez	Cs. Naturales Janet Reinoso	Religión Gabriel Moris
ALMUERZO					
13.45- 14.30	Matematicas Marcela Morales	Taller matemáticas Karina Ibaceta	Educación Física Bella Parra	Matematicas Marcela Morales	
15.15	Matematicas Marcela Morales	Taller matemáticas Karina Ibaceta	Educación Física Bella Parra	Matematicas Marcela Morales	

Este es el horario del Colegio Los Leones en Chile. Úsalo para contestar las preguntas que siguen. Escribe con frases completas.

- ¿Qué clase tiene Pamela los martes a las diez menos cuarto?
- ¿Quién es la profesora de la clase de ciencias naturales?
- ¿En qué días tiene Pamela la clase de lenguaje?

Spoken: Mira este video para contestar las preguntas que siguen.

<https://www.youtube.com/watch?v=7mRdpI8PcEw>

- ¿Qué código llama el chico para saber su número celular?
- ¿En qué país funciona el código?
- ¿Cuál es su número de teléfono?

2. I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.

Written: Lee este correo electrónico y úsalo para contestar las preguntas que siguen.

A: martina@pharma.com;juan@pharma.com;silvia@pharma.com;

Asunto: Propuesta de reunión-Protocolo CHARM

Hola,

Nos hemos de reunir para finalizar los puntos que quedaron pendientes del protocolo del estudio CHARM, y poder enviarlo a imprenta.

Propongo la reunión para el próximo **viernes 9 de diciembre a las 12 h.**

Los puntos a tratar son:

1. Objetivo del estudio (todos)
2. Criterios de inclusión (martina)
3. Criterios de exclusión (juan)
4. Metodología (silvia)

Espero vuestros comentarios para añadirlos a la orden del día.

Saludos cordiales,

Jaime Raventós
Área Manager
CR&D

- a. ¿Qué palabra usa el autor para saludar a los recipientes?
- b. ¿En qué día de la semana propone el autor una reunión?
- c. ¿Qué palabras usa el autor para despedirse y cerrar el correo electrónico?
- d. ¿Cómo se llama el autor del correo electrónico?

Spoken: Escucha esta conversación y úsala para contestar las preguntas que siguen.

<https://www.youtube.com/watch?v=rwwROwPzkgs>

- a. ¿Cómo se saludan las mujeres?
- b. ¿Cómo se despedían las mujeres?

Standard: Interpersonal Communication:

1. I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.

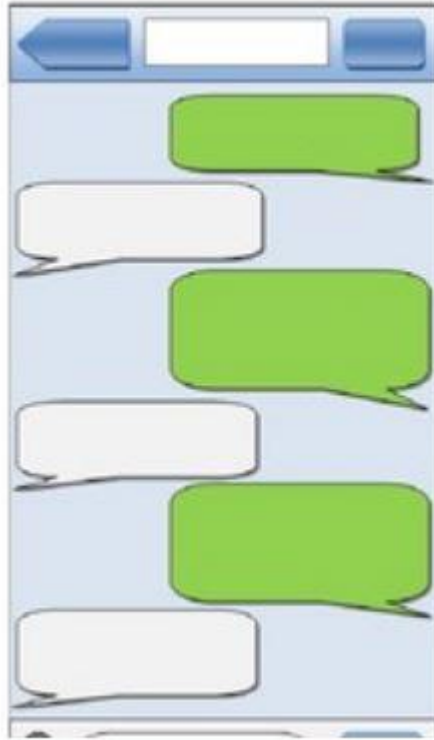
Written: Escribe un párrafo corto que describe tu familia. Incluye la información siguiente para cada persona en tu familia (solamente padres y hermanos): ¿Cómo se llama? ¿Cómo es? ¿Qué le gusta hacer?

Spoken: Haz una grabación de tres cosas que te gusta hacer los fines de semana.

2. I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.

Written: Escribe una conversación por mensaje de texto. Incluye a lo menos un saludo y una despedida. Incluye alguna otra información como

quieres. Debes escribir para llenar cada burbuja de discurso.



Spoken: Escucha cada pregunta. Haz una grabación para contestar las preguntas lo mejor que puedes. (Recording of the following questions: ¿Cómo te llamas? ¿Cómo estas hoy? ¿De dónde eres?)

3. I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.

Written: Lee esta lista y úsala para contestar las preguntas que siguen.



- ¿Qué cosas de la lista te gustan?
- ¿Qué cosas de la lista no te gustan?
- Describe a lo menos dos cosas.

Spoken: Lee el menú. Después, haz una grabación en la cual describes dos comidas que te gustan y dos comidas que no te gustan.



Standard: Presentational Communication:

1. I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.

Written: Completa la forma con la información indicada:

- a. Nombre:
- b. Dirección de calle:
- c. País:
- d. Teléfono:
- e. Correo electrónico:

Spoken: Haz una grabación para contestar esta pregunta: ¿Que te gusta hacer con tus amigos los fines de semana? Dé tres ejemplos.

2. I can express my likes and dislikes using practiced or memorized words and phrases with the help of gestures or visuals.

Written: Escribe para describir el/la amig@ ideal. ¿Cómo es? Usa a lo menos cuatro palabras de descripción.

Spoken: Haz una grabación en la cual describes las clases que te gustan, y las clases que no te gustan. Dé a lo menos cuatro ejemplos.

3. I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.

Written: Pon las palabras con su imagen correspondiente. (Argentina, Ecuador, Colombia, Chile, Perú, Venezuela)



Spoken: Haz una grabación de su respuesta a las preguntas siguientes:

- a. ¿Qué países quieres visitar?
- b. ¿Cuál es la fecha hoy?

Appendix F – Exit Survey

Please rate each item to reflect your experience in this course:

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

Design

1. The course materials were easy to locate.
2. The course page design was intuitive and logical.
3. The course goals were clear.
4. The course goals were appropriate for my abilities.
5. I was able to meet course goals with the activities written into the course.
6. The course utilities (wikis, forums, chats, etc.) were appropriately matched to the skills being practiced.
7. I preferred using authentic assessments instead of traditional tests.
8. Weekly chats were productive and useful for building my abilities.

Structure

Access and motivation

9. I was consistently able to access the information that I needed in order to meet the course goals.
10. I was consistently motivated to meet the course goals.
11. The instructor's involvement was appropriately motivating.
12. My classmates' involvement was appropriately motivating.

Socialization

13. I felt that I was part of a learning community as a student in this course.
14. The atmosphere that surrounded interactions in the course was relaxed and cooperative.
15. I had appropriate and varied opportunities to get to know my classmates and instructor.
16. The socialization that I engaged in supported my learning and helped me meet the course goals.
17. Socialization in the online "classroom" was better for me than in a traditional classroom.

Information Exchange

18. Writing my assignments in the target language made me think about what I was writing.
19. Reading my classmates' writing in the target language made me think about what I was reading.
20. Writing about the target language and how to use it helped me understand the language better.
21. Speaking with my classmates in video chats helped me to think about what to say and how to say it in a given situation.

22. There was a good balance of writing, reading, speaking, and listening activities to help me exchange information with my classmates and instructor.

Knowledge Construction

23. The activities and resources in the course helped me build my knowledge of and skills in the target language.
24. I found it beneficial to use authentic resources for knowledge construction.
25. I found that helping to build the course content also helped me to build my understanding of the target language.
26. My classmates contributed to the building of my understanding of the target language.
27. My instructor contributed to the building of my understanding of the target language.
28. Reflection on my learning experiences helped me to understand what I learned.
29. Reflection on my learning experiences helped me to understand how I learned.

Development

30. The activities built into the course required me to apply what I learned from the course materials.
31. My classmates' involvement helped me develop my language skills.
32. My instructor's involvement helped me develop my language skills.
33. I feel that my language skills developed according to and along with the course goals.

Pace

34. There was enough time for me to meet my learning goals.
35. The number of course goals was appropriate for my skill level.
36. My classmates helped me stay on pace with the course goals.
37. My instructor helped me stay on pace with the course goals.

Satisfaction

38. In the space that follows, describe your level of satisfaction with the course. State why/why not you were satisfied with the course and why/why not you would recommend the course to another student.
39. In the space that follows, describe your impression of the course as a whole. Was it beneficial to you? Did you learn more or less than in a traditional course?
40. In the space that follows, list any other comments or suggestions that you may have.

Appendix G: Curriculum Guide Sheets

Guía para la Introducción

Esta semana vas a... (*This week you are going to...*)

- introduce yourself to the class in English, and **THINK** in your post
- respond to your classmates' postings in a forum
- make an entry in the class blog

INT.1.1 Introducciones (*Introductions*)

¡Qué bueno conocerte! Good to meet you! Let's get to know each other by using a forum. Forums are useful places for sharing information. When you share in forums, always **THINK** before you write:

T - Is what I have to say TRUE?

H - Is what I have to say HELPFUL?

I - Is what I have to say INFORMATIVE?

N - Is what I have to say NECESSARY?

K - Is what I have to say KIND?

Actividad INT.1.1:

Access the Introducciones forum posted under the link for this guide sheet. Make a new post with your name as the title and tell us about yourself. Be as creative as you like -- use text, pictures, or video as you feel comfortable. Be sure to include this information:

- your name, grade, and what school you go to
- where you're from
- what you like to do in your free time
- your favorite food(s)
- what you're like. For example, are you funny, serious, lazy, hard working, tall, short, athletic, artistic?
- what your family is like, and
- what your greatest need as a learner is:
 - Do you *most* need to know **WHY** you're learning what you're learning because it helps you connect with the content (You feel better knowing the plan in advance.)?

- Do you *most* need to know the **WHAT** of what you're learning because you like to learn facts and concepts, plain and simple (You're also a great test taker!)?
- Do you *most* need to know **HOW** you can use what you're learning because you like for learning to be practical and useful (In fact, you've asked, "When am I ever going to use this?" about other classwork before!)?
- Do you *most* need to know **WHO** you can share your learning with because you like to take your learning and apply it in new ways (Give me the possibilities and I will give you a project in return!)?

And always, **THINK** as you write.

INT.1.2 Introducciones: respuestas (*Introductions: replies*)

Actividad INT.1.2:

Access the Introducciones forum again, but today, respond meaningfully to at least 3 of your classmates' posts. Comment on what you have in common, or how you are different. Share if you agree with what someone said. If you disagree with what someone said, do so respectfully and with evidence for your point of view. Again, **THINK** before you write.

Activities INT.1.1 and INT.1.2 will be evaluated with the participation rubric for a total of 10 possible points.

INT.1.3 Entradas de blog (*Blog posts*)

Every unit you will prepare an authentic assessment to demonstrate that you have met your learning goals. You will upload that assessment to our course blog so that your classmates can view it and offer their comments. Use the following activity to familiarize yourself with the blog and make your first post.

Actividad INT.1.3:

Watch this video about making a post and adding an assessment to the blog. (<https://youtu.be/sk4WrijU-ZLg>)

Then, go to [the website](#) and make your first post on the blog. Title it: Las metas de _____(insert your name) Tell us (in English):

1)At least two reasons why you want to learn Spanish,

2)At least 3 goals that you want to set for yourself this semester. For example, do you want to be able to order from a Mexican restaurant completely in Spanish? Do you want to find out what your favorite Spanish song really means? Do you want to get a particular grade for the semester?

- 3) One goal that you think the class should share together as a group.
- 4) One question that you have about the course so far.

As always, **THINK** before you write.

Activity INT.1.3 will be evaluated with the participation rubric for a total of 10 possible points.

Guía para la Introducción PARTE 2

Esta semana vas a... (*This week you are going to...*)

- define the word **cognado** and provide examples of Spanish words that are cognates of English words
- identify and pronounce the letters of the Spanish alphabet
- count and manipulate the numbers 0-10 in Spanish
- identify and say the days of the week in Spanish
- learn words that are useful for getting help or knowing how to do an assignment

INT.2.1 Cognados (Cognates)

Cognados are useful words because they are easy to learn. If you know a lot of cognates, you know a lot of Spanish! Watch this video to learn: *¿Qué es un **cognado**?*

(<https://youtu.be/ZbqQ3uql7iQ>)

Actividad INT.2.1:

1. Read my response to your introduction from last week (Actividad INT.1.1) As you read my written response, identify any cognates that you can find or any other words that you recognize or understand through the context of the message. Add those words that you can understand to the Wiki located under this guidesheet in the Introduction section of the course. Add at least 5 words.
3. If you can't find 5 cognates or words that you understand in my response to you, visit [this website](#) and choose from the lists of cognates to help you reach that goal.
4. Lastly, define the word **cognado** in Spanish, using your own words. Follow the format listed on the Wiki description.

INT.2.1 will be evaluated with the participation rubric for a total of 10

possible points. Due miércoles, el 5 de septiembre.

INT.2.2 El Alfabeto (The alphabet)

The Spanish alfabeto is similar to the English alphabet, except that it has 27 letters instead of 26. Spanish also has 5 digraphs (2 letters that make one sound). Watch this video to learn the letters and digraphs, and hear their letters and sounds.

<https://youtu.be/iGrqDqfeDa0>

Here is another video to help you learn the names of the letters. It repeats itself several times, only watch for as long as you need it.

<https://youtu.be/EnWWZ2KfjHQ>



Actividad INT.2.2:

Record yourself as you spell your full name (first, middle, and last) with Spanish letter names using the assignment link in the Actividades section of this unit. There is *un ejemplo* (an example) of what to do within the activity.

Activity INT.2.2 will be evaluated with the participation rubric. Due jueves, el 6 de septiembre.

INT.1.3 Los números y los días de la semana (*Numbers and the days of the week*)

Today, learn and practice *los números* from 0-10 with this video.

<http://www.screencast.com/t/8mJrYcFwjL>

Then, learn and practice *los días de la semana* with this video.

<http://www.screencast.com/t/fTvTYAuZau>

Actividad INT.2.3:

After viewing the videos, use Actividad 1.2.3 to record yourself saying tu número de teléfono. Also record yourself saying what day it was yesterday, what day it is today, and what day it will be tomorrow. A model is provided at the forum.

[Activity INT.2.3 will be evaluated with the participation rubric. Due viernes, el 7 de septiembre.](#)

INT.1.4 Palabras útiles y tu diccionario (*Useful words and your dictionary*)

You have learned a lot of new words this week, and your vocabulary is only going to get bigger! Today, you are going to add the words that you learned to your own personal dictionary that I will share with you through a Google Doc.

First, look back on all of the words that you learned this week: *Los cognados* that you entered into the Wiki, *los números*, y *los días de la semana*. You will need a list of those words, so write them down so that it is easier for you to complete today's activity.

Actividad INT.2.4:

1. Check to see that you have received a link to a folder from me in your email. This folder contains a document called "El diccionario de (your name here)". If you haven't received the link from me, let me know as soon as possible!
2. Open *tu Diccionario*, and enter all of the words that you have learned this week with their corresponding definition. If you can define a Spanish word with a picture, great! If you can define a Spanish word with other Spanish words, great! If you can define a Spanish word with an English word, that will work, too.
3. You will find that there are several words already entered in the Spanish side. Make sure you can define those words as well.
4. Make sure your words are in alphabetical order.

[Activity INT.2.4 will be evaluated with the dictionary rubric. Due lunes, el 10 de septiembre.](#)

Unidad 1, Guía 1

Esta semana vas a... (This week you are going to...)

- generate ideas for possible portfolio artifacts
- listen to and write vocabulary words that will help you say hello, goodbye, and introduce
- listen to and write vocabulary words that will help you say where you're from and what the weather's like
- write an introductory conversation to say hello to the class
- respond to and critique your classmates' introductions

1.1.1 Introducción (Introduction) ¡Hola! (Hello)

¡Bienvenidos a la comunidad! Welcome to the community! By learning Spanish, you've joined a community of over 37 million people in the United States who all share a common language. While Spanish speakers live all over the country, New York City has a higher population of Spanish speakers than any other city in the United States. Hispanic pride is strong in New York, and celebrated in different ways all year long. One of those ways is through murals painted on building walls, like this one, painted by Hank Prussing and restored by Manuel Vega. It is called The Spirit of East Harlem and represents life in the *barrio* (neighborhood) during the 1970s. People who speak Spanish put a high value on their communities. How do you see that represented in the mural below?



This mural is quite a picture of *comunidad* (community) -- there are musicians, athletes, friends, relatives, young children, adolescents, parents, and elderly

people. They might not all know each other, but their language ties them together.

During each unit of this course, you will learn more and more language that will tie you to this *comunidad*. You will have the opportunity to show that you can use the language and what you have learned about it by assembling a digital portfolio of artifacts and reflections that demonstrate your proficiency in Spanish. At the end of each unit you will have several days to compile the work that you've done during the unit and/or create new artifacts that help you demonstrate that you've met the learning goals for each unit.

If you've never done a portfolio before, don't worry. I'll walk you through each step, *paso a paso*. Artifacts for your portfolio could include written conversations, recorded videos, voice clips, a reflection/reaction to a video/song/book that you've viewed, your dictionary entries, your grammar assignments... You could create an authentic artifact - write your own song, or a poem, a play, a story, a postcard, a menu, a registration form, a family tree, a poster, a podcast... the options for how you use language are *sin limites!*

Now, how do you narrow down what to do?

Actividad 1.1.1:

Watch this video that explains what your learning goals for this unit are.

<https://youtu.be/YE3L3cDC6HQ>

You can view the document for yourself [here](#), and it will also be listed in the course materials. Then, use the forum for today to share two ideas that you have for portfolio artifacts and explain how they could help you demonstrate just two performance indicators. Be sure to tell which *performance indicator (PI)* your idea would work for. For example:

For the presentational *PI* "I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals" I could make a video of myself and a friend pretending to introduce ourselves for the first time.

For the interpretive *PI*, "I can understand memorized or familiar words when they are supported by gestures or visuals in conversations" I could write a short comic strip of me meeting my teacher for the first time.

Due martes 11 de septiembre.

1.1.2 Vocabulario esencial: Saludos y presentaciones (*Greetings and presentations*)

How do you greet your friends? How do you say hello to your teacher? How do you say goodbye to one of your classmate's parents? In English, we use

different greetings for different people. With your friend you might say, "What's up?" or, "How's it going?" but you probably wouldn't say the same thing to your teacher. "How are you today, sir?" would show more respect. In Spanish, we use different greetings for different people, too. Watch [this video](#) in order to learn and practice common greetings. Pay attention to any differences you notice between the way we greet in English and the way Spanish-speakers greet each other.

How do you speak when you meet someone new? What gestures do you use? You might say, "Hello, my name is _____. What's your name? You might shake hands with the person you've just met. In Spanish, people use specific words and gestures when they introduce themselves. Watch [this video](#) in order to learn and practice different ways of introducing yourself and others in Spanish.

Actividad 1.1.2:

Keep track of important vocabulary words while you watch the videos. **Then, add them to your personal dictionary that you started last week.**

Also, return to Actividad 1.1.1 and read through your classmates' portfolio artifact ideas. **Find two ideas that you really like, make a comment to the author saying 1) which idea you liked, 2) why you liked it, and 3) how you would adapt it.**

For example: 1) Hola, Miguel. I liked your idea to write an email to a foreign exchange student because 2) my family hosted a foreign exchange student. 3) I would adapt it to write to the student who stayed with my family.

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For example: 1) Hola, Sarah. I liked your idea to record a Facetime chat because 2) I would like to do a similar project. 3) I would adapt it by pretending that the conversation is between a student who is interested in going to an international high school in Mexico, and a student who actually goes there.

Due miércoles 12 de septiembre.

1.1.3 Gramática: ¿De dónde eres? Y ¿Qué tiempo hace?

Spanish is the lengua oficial in 20 countries of the world. View those countries y sus nombres with [this mapa.](#)

Next, use [this quiz](#) to help you learn their locations.

Then, learn how to say where you and other people are from with [this video.](#)

These 20 countries all have different geography and climates, and as a result they all have different weather. On top of that, over a quarter of the Spanish speaking countries in the world are in the southern hemisphere, so their seasons are opposite of ours. Can you imagine having snow on the fourth of July, or a hot humid day on Christmas? No matter where you go or what language you use, people always talk about the weather.

Use [this video](#) to learn and practice using common weather phrases.

Actividad 1.1.3:

Keep track of important vocabulary words while you watch the videos. Then, add them to your personal dictionary that you started last week.

Return to actividad 1.1.1 and pick your favorite 5 portfolio artifact ideas from all of the ideas your classmates generated over the past two days. **List your 5 favorite artifacts in the Wiki actividad 1.1.3 for today.** Favor de acordarse (*please remember!*) to **NOT delete your classmates' entries.** *Simply add your name and add your list of favorites below the previous students'.* I will compile a list of your collective favorites and prepare specific instructions and rubrics for them so that you will be able to use them as artifacts for your portfolio.

[Due jueves, 13 de septiembre.](#)

[Collective points for activities 1.1.1, 1.1.2, 1.1.3:](#)

[Forum participation with responses: 10 points](#)

[Dictionary entries: 20 points points per day \(see rubric\)](#)

[Wiki participation: 5 points](#)

1.1.4 Socialización: Conversaciones preliminares (*Beginning conversations*)

During the next three course days you are going to use the vocabulary you have learned to write, read, speak, and listen in the context of conversations with your classmates. Today we're going to start the conversations with a model of what to write. You will introduce yourself to the class in Spanish (much like you did in English during the first week of the course). Include the following in your introduction:

1. A word of greeting (Hola, ¿Qué tal?, etc.)
2. A phrase that indicates what time of day it is (Buenos dias, buenas tardes, buenas noches.)
3. State your name. (Me llamo..., o mi nombre es...)

4. Say where you are from. (Soy de....)
5. Say what the weather is like where you live. (Hoy el tiempo hace... está... llueve..., etc.)

Actividad 1.1.4: Usa el foro para actividad 1.1.4 para publicar tu párrafo de introducción.

Due viernes, 14 de septiembre.

1.1.5 Socialización: Conversaciones a continuación (*Continuing conversations*)

Read your classmates' introductions and respond meaningfully to at least three other students' introductions. Your responses should use the vocabulary and grammar you learned earlier this week. For example, "Hola, Lucia. Mucho gusto. Yo soy de Colorado, también. ¿Hace sol en Denver hoy? En Eagle está nublado. ¡Adios! This example included:

1. a greeting,
2. a response to the introduction,
3. a statement of where the speaker is from,
4. a question about the weather today in the other person's city,
5. a statement about the weather in the speaker's city, and
6. a goodbye.

You don't have to use all six elements, but use at least three in each response so that you can use a variety of statements in your responses.

Also, if you have any critique of what your classmates have written - words they should correct, add, delete, spellings that could be corrected, let them know in the kindest possible way, and with *tanto Español como sea posible*.

Actividad 1.1.5: Usa el foro de actividad 1.1.4 para publicar tus respuestas a las introducciones de tus compañeros de clase.

Due lunes, 17 de septiembre.

Collective points for activities 1.1.4, 1.1.5:

Forum participation with responses: 10 points

Unidad 1, Semana 2

Esta semana vas a... (*This week you are going to...*)

- hacer una grabación de tu introducción
- añadir palabras a nuestro diccionario
- empezar su proyecto colaborativo

- investigar los costumbres sociales
- comparar los costumbres sociales de hispanos con los de su propia cultura

1.2.1 Socialización: Grabación y reflexión

Return to actividad 1.1.4 y 1.1.5 and reread your forum entry, your classmate's comments, and my comments. Usa los comentarios to help you write a completed, finished draft of just your introduction (the part for 1.1.4) **with correct punctuation and accents**. (If you're not sure how to put accents or inverted punctuation into Moodle, Google, or Microsoft Word, watch this video (<https://youtu.be/mcSSioWhw2Y>). Then, use your finished draft as a script and record yourself saying what you have written. Please use [this app](#) to make the *grabación* (or something similar, as long as you can save your voice clip), save the sound clip as an .mp3 file, and upload it, along with your finished script to actividad 1.2.1 en la sección de actividades para guía numero 2.

Actividad 1.2.1:

Submit your finished introduction and soundclip to the submission link for actividad 1.2.1.

(20 points) Due martes, 18 de septiembre.

THEN, complete the reflexión listed beneath the submission link. This reflection is not graded, but it will help me to make the course better for you, so please take the time to complete it.

1.2.2 NO HAY CHARLA (NO CHAT!)

Since we've had a few issues getting everyone up and running with the dictionary and blog, we're going to postpone our chat until next week so that we can get everyone working on the dictionary assignment. Instead of everyone doing their own personal dictionary through Google Drive, we'll use a tool in Moodle in order to make dictionary entries as a class.

Your words are:

Asignatura de palabras para el diccionario

Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9
Buenos días.	Buenas tardes.	Buenas noches.	Hola.	¿Cómo estás?	¿Cómo está usted?	¿Qué tal?	Bien.	Mal.

Asignatura de palabras para el diccionario

Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9
Más o menos.	Muy bien.	Regular.	¿Y tú?	¿Y usted?	¿Qué pasa?	Adiós.	Hasta mañana.	¿Cómo se llama?
Se llama...	¿Cómo te llamas?	Me llamo..	Te/Le presento a....	El gusto es mío	Encantado(a).	Igualmente.	Mucho gusto.	¿Quién es?
¿Qué día es hoy?	Hoy es...	Mañana es...	el día	hoy	mañana	la semana	lunes	martes
miércoles	jueves	viernes	sábado	domingo	¿Cuál es tu/su número de teléfono?	Mi número de teléfono es...	cero	uno
dos	tres	cuatro	cinco	seis	siete	ocho	nueve	diez
¿Qué tiempo hace?	Hace calor.	Hace sol.	Hace frío.	Hace viento.	Llueve.	Nieva.	¿De dónde eres?	¿De dónde es?
¿De dónde es usted?	Soy de...	Es de...	la clase	el país	por favor	(Muchas) gracias.	De nada.	el señor
la señora	la señorita	sí	no	Perdón.	el cognado	hispanohablante	el fin de semana	el (la) maestro(a) de español

Enter the words from your column into the dictionary for actividad 1.2.2. Enter each individual word as its own entry. Each word should be one (1) heading/title, and then define the word using a picture, other Spanish words, or (as a last resort!) English in the dialogue box.

Actividad 1.2.2:

Add your dictionary entries to the class dictionary through the link for actividad 1.2.2.

(10 points) Due miércoles 19 de septiembre.

1.2.3 Intercambio: Conversaciones preliminares (*Exchange: Preliminary conversations*)

In your discussions last week, the majority of you said that you would like to either write a skit/conversation of you and another student introducing each other, or meeting for the first time. Many of you also said you'd like to make a movie that teaches what you've learned in this unit. Today you get to choose which project you'd like to work on (conversation or instructional video), choose the role you'd like to take in each project, and begin discussing the content of the final product by adding your initial ideas to the Wiki for the project in which you have chosen to participate.

Here are descriptions of the roles you may take:

Roles: (ALL group members regularly contribute to the group's task and communicate about it.)

Director: provides leadership and direction, suggests solutions to problems, makes sure everyone contributes to the conversation, encourages clarification from all group members, focuses work on the learning task

Secretario: makes a record of the teams ideas and progress, checks for accuracy and correctness, solicits information from group members, makes sure that what he or she writes is what the group really wants to say.

Conector*: connects the discussion with the learning content and prior learning activities, connects the discussion/project content to information from found resources

Resumidor*: summarizes the work that has been done, checks for clarity of understanding, makes sure nothing important has been left out. (*Pueden ser un rol singular en el caso de 4 personas en el grupo)

Presentador: presents the group's final work to the class, makes sure the final work looks/sounds right, makes sure the group has shared everything they want in the presentation

Actividad 1.2.3: Indicate your choice of group and role, then add your initial ideas for the project to your group's Wiki for actividad 1.2.3. ([Due jueves, 20 de septiembre](#))

1.2.4 Intercambio: CHARLA e Investigar -- Los costumbres sociales (*Investigate -- Social customs*)

Today we will have our first chat at 2:15pm (if you can make it during the school day) or find time to chat with me between 7:00-:900 pm central time. We will discuss los costumbres sociales and how you can incorporate them into your proyectos colaborativos, in addition to practicing some conversations.

Actividad 1.2.4: Join the chat at the specified time with the actividad 1.2.4 link. You will receive further instructions for your group work assignment during the chat, so be sure to attend at one of the times, either 2:15 pm, or between 7:00 and 9:00pm.

1.2.5 Intercambio: Comparación (Comparación)

Primero, mira estos videos (puedes haz clic sobre la "CC" en el rincón debajo y a la derecha para ver los subtítulos). The purpose (propósito) of these videos is to introduce you to the physical aspect of hispanic greetings, as well as to hear people from different Spanish-speaking countries use their favorite saludos y despedidas. They will give you a point of comparison for your own culture's customs, as well as inform your written work for the projects you are working on.

<https://youtu.be/afPVD-CWbIA>

<https://youtu.be/rLnudV15qBk>

Now, today you are going to use what you have learned - the vocabulary, grammar, and social context from the videos above, and put it all into a script for your conversation/video. *TODOS (everyone) en el proyecto deben participar en el escribir (in the project should participate in the writing).*

Remember your roles and do your best to follow them as you participate in the writing of the script. Again, EVERYONE helps with the script writing, but everyone performs their own function during that process. Reminders of those functions are listed below:

Conversación: This conversation should be of a student introducing a friend to another student (at least three spoken parts). Include as many vocabulary and grammar items from this unit that you can in a way that makes sense.

Director(a): provides leadership and direction (make sure everyone is working toward the goal of creating a conversation, but you can decide when/who/circumstances of the conversation if there is difficulty in agreement), suggests solutions to problems (take note of vocabulary and grammar usage/mistakes), makes sure everyone contributes to the conversation (message group members who have not contributed), encourages clarification from all group members, focuses work on the learning task

Secretario(a): makes a record of the teams ideas and progress, checks for accuracy and correctness, solicits information from group members, makes sure that what he or she writes is what the group really wants to say (you are taking the ideas and notes and putting them into a "finished" script that everyone can view in the Wiki.)

Presentador(a): presents the group's final work to the class, makes sure the final work looks/sounds right, makes sure the group has shared everything they want in the presentation (you are the final line of defense for mistakes in vocabulary

and grammar, take extra care to ask other group members if they want to change/add anything to the conversation, you submit the document with an explanation of process and product to the teacher).

Video: This should be an instructional video that teaches the content you have learned in this unit: (1)greetings, (2)leave takings, (3)introducing people, (4)telling the weather, and (5)saying where you're from

Conector(a): connects the discussion about the script with the learning content and prior learning activities, connects the discussion/project content to information from found resources (you are keeping the team focused on the content of the script and how it connects with what you have learned and you find any other resources that could be helpful for writing the script)

Secretario(a): makes a record of the teams ideas and progress, checks for accuracy and correctness, solicits information from group members, makes sure that what he or she writes is what the group really wants to say (you are taking the ideas and notes and putting them into a "finished" script that everyone can view in the Wiki.)

Presentador(a): presents the group's final work to the class, makes sure the final work looks/sounds right, makes sure the group has shared everything they want in the presentation (you are the final line of defense for mistakes in vocabulary and grammar, take extra care to ask other group members if they want to change/add anything to the conversation, you submit the document with an explanation of process and product to the teacher).

Actividad 1.2.5:

Take your ideas and write a script in the corresponding Wiki with your group mates that meets the criteria listed above. It may be a good idea to divide the work equally -- that will be up to the group director(a) or conector(a) to decide. FINAL PROJECT due miercoles, 26 de septiembre. FIRST DRAFT due lunes , 24 de septiembre. This project will be evaluated with the rubric for written work, found in the general course information section of the course.

Unidad 1, Semana 3

Esta semana vas a... *(This week you are going to...)*

- continuar el escribir de tu proyecto
- entregar su proyecto y hacer una reflexión sobre el trabajo
- preparar tu portafolio
- charlar
- entregar tu proyecto y reflejar sobre esta unidad

1.3.1 Intercambio: Síntesis (*Synthesis, putting it all together*)

Check your project's Wiki for my comments and use them to help guide you in finishing the writing/creation of your project. Remember that I can see who contributes what/when in the Wiki's history, so make sure you're adding your piece to the work and your comments on it.

Actividad 1.3.1: Continue work on your project, contributing text and comments according to your group roles. **Due date: Miércoles, 26 de septiembre.**

1.3.2 Intercambio: Evaluación colaborativa y reflexión (*Collaborative assessment and reflection*)

Use today to finish your group project. Check your project's Wiki for my comments and use them to help guide you in finishing the writing/creation of your project. Remember that I can see who contributes what/when in the Wiki's history, so make sure you're adding your piece to the work and your comments on it. The presentadores are responsible for submitting the final work with the submission link for actividad 1.3.2.

También, haz la actividad de reflexión en la sección de actividades. En esta reflexión vas a evaluar la actividad, la calidad de tu trabajo, y las contribuciones de tus compañeros.

Actividad 1.3.2:

Finish your group project, according to your roles. The presentadores should submit the final copy as a document with the submission link for actividad 1.3.2. **TODOS (everyone) should do la actividad de reflexión. Due date: Miércoles, 26 de septiembre. You will be evaluated according to the written work rubric listed in the "General" section of the course.**

1.3.3 Desarrollo: Día de trabajar (*Work day*)

¡Hoy es para trabajar! So far you have learned the why (por qué), the what (qué), and the how (cómo) of Unidad 1. Now it is time for you to independently use and share the language that you've learned. To do this, you will do the following things:

1. Copy and paste the [standards document](#) for this unit into a new document for yourself to use.
2. Copy and paste the following finished written work that meets the requirements for the following standards:
 - Your finished written assignment for actividad 1.2.1 meets the requirements for the written Interpretive performance indicator.

- Your finished written group project for actividad 1.3.2 meets the requirements for the written Interpersonal performance indicator.
3. Insert or link the following finished spoken work that meets the requirements for the following standards:
 - Your finished recording for actividad 1.2.1 meets the requirements for the spoken interpretive performance indicator.
 - The recording of your charla session (actividad 1.3.4, mañana) meets the requirements for the spoken interpersonal performance indicator.
 4. Create two new artifacts that will meet the requirements for the presentational performance indicators. Choose one written and one spoken artifact from the following choices:

- Written:

Write a letter or postcard to your new penpal from Mexico. Greet your penpal, introduce yourself, tell where you are from, tell what the weather is like where you are from, give them your phone number, address, and email address, and then close the letter appropriately. You can write the artifact directly into the standards document, or you can create it elsewhere and insert it as an image, or link to a Google Doc.

OR

Write/draw (you can do this by hand if it's easier, then take a picture or scan and upload) a short comic strip of you meeting your classroom teacher for the first time. You should greet each other, ask how the other is doing, ask where the other is from, comment on the weather, exchange email addresses, and say goodbye.

- Spoken:

Record yourself reading the letter to your penpal from Mexico.

OR

Record yourself reading the answers to the following questions:

¿Cómo te llamas?

¿Cómo se escribe tu nombre?

¿De dónde eres?

¿Cuál es tu número de teléfono?

¿Qué día es hoy?

¿Qué tiempo hace hoy?

5. Write a short reflection IN SPANISH after every artifact that explains how your artifact demonstrates your proficiency, relating to the standard. Follow this model:

Mi artefacto demuestra que yo puedo.... (*My artifact shows that I can...*)

..escribir... (write) ...escuchar... (listen)

...hablar... (speak) ...conversar... (converse)

...responder... (respond)

Por ejemplo, "Mi artefacto demuestra que yo puedo escuchar a una persona y responder apropiadamente."

You should have a total of seis (6) reflexiones in your documento, one for each standard.

Actividad 1.3.3:

Complete the steps as listed above in order to finish your portfolio assessment for Unidad 1. Completed portfolio document with evidences due lunes, 1 de octubre. Your work will be evaluated with the rubric for portfolio documents in the "General" section of the course. (50 points)

1.3.4 Charla (*Chat*)

Join the charla hoy para practicar your presentation skills, una oportunidad to get the link for your chat recording, y un chance to ask questions before your submit tu documento del portafolio. I will be online between 2:00-3:00 CST and 7:00-8:30 CST.

Actividad 1.3.4:

Use the link for Actividad 1.3.4 to join the charla. [Due jueves, 27 de septiembre. \(10 puntos\)](#)

1.3.5 Evaluación personal y Reflexión (Personal assessment and Reflection)

Hoy, entrega tu documento del portafolio con el enlace para la actividad 1.3.5. También, completa la actividad de reflexión.

Actividad 1.3.5:

Use Actividad 1.3.5 to submit your portfolio document. Then do the corresponding reflection activity. [Due lunes, 1 de octubre. \(50 puntos\)](#)

Unidad 2, Guía 1

Esta semana vas a... *(This week you are going to...)*

- learn some essential vocabulary for communicating what you like to do
- learn how to use the verb SER
- learn how to use the verb GUSTAR
- ¡Charlar!
- read a bilingual menu from Miami and write about what you'd like to order

2.1.1 Introducción y Vocabulario Esencial (Introduction and Essential**Vocabulary)***Parte 1: Introducción*

¿Qué te gusta hacer? *(What do you like to do?)* How does your heritage and where you live influence what you like to do? Someone from Wisconsin might like skiing or ice skating a whole lot more than someone from Miami. Look at this painting by Xavier Cortada, an Cuban-American artist from Miami, and make an inference about the activities that are important to people from that Spanish-speaking region of our country.



If you had to create a painting of activities that you like to do and see in your community, what would it include? The artifacts you create for your personal standards document for this unit will communicate those ideas: who you are, where you are from, and the activities you like to do in your community. You can read about that artifact and all of the other artifacts you will be creating in this unit with the [Unidad 2 Personal Standards Document](#).

Parte 2: Vocabulario esencial

¿Qué te gusta hacer? ¿Cuáles son tus actividades favoritas? ¿Qué haces después de la escuela o durante los fines de semana? Mira [este video](#) para aprender las palabras que necesitas para contar qué te gusta hacer. Mira [este video para repasar](#) las palabras.

Actividad 2.1.1:

After watching the videos, use the practice quiz in actividad 2.1.1 to practice the words. You can take the quiz as many times as you like until you get a perfect score. **(10 puntos. Due lunes, 8 de octubre)**

2.1.2 Pronombres nominativos y Ser (Subject pronouns and Ser)

¿Ser o no ser? Esa es la pregunta... (To be or not to be? That is the question...)

When you learn English, you don't generally learn how to conjugate (con = with, jugar = play > play with) verbs. You figure out naturally that when you want to talk about yourself you say, "I am..." When you want to talk about your friend or friends you say, "You are..." When you want to talk about another person you say, "He is..." or, "She is...". When you want to talk about you and your friends you say, "We are..." and when you want to talk about a group of other people you say, "They are..." No one had to teach you that *are* goes with *you* or *they* or *we*. You just figured it out hearing other people talk.

When you learn Spanish, you could figure out what subjects (I, you, he, she, it, we, they) go with what verbs (am, are, is), but it's faster to use the conjugation.

Usa [este video para aprender](#) sobre pronombres nominativos y ser. Usa [este video para practicar](#) las palabras.

Actividad 2.1.2:

After watching the videos, use the practice quiz in actividad 2.1.2 to practice el verbo SER. You can take the quiz as many times as you like until you get a perfect score. **(10 puntos. Due martes, 9 de octubre)**

2.1.3 Gustar con un infinitivo (*Gustar with an infinitive*)

You have already learned that *me gusta* means "I like" or more literally, "It is good to me." In this lesson you will learn how to say what other people like to do using the verb GUSTAR and infinitive verbs. [Mira la lección con este video.](#)

Actividad 2.1.3:

After watching the videos, use the practice quiz in actividad 2.1.3 to practice GUSTAR con infinitivos. You can take the quiz as many times as you like until you get a perfect score. **(10 puntos) Due miércoles, 10 de octubre.**

2.1.4 Charla Interpretiva (*Interpretive Chat*)

Hoy charlamos. En esta charla, vas a demostrar que puedes interpretar las palabras que has aprendido esta semana. (*Today we chat. In this chat, you are going to demonstrate that you are able to interpret/understand the words that you have learned this week.*)

Actividad 2.1.4:

Join the chat using the link for actividad 2.1.4. I will be online between **12:00-1:00 CST and 7-8:30 CST**. If you are not able to attend within those time frames you are responsible for rescheduling with me. This chat will be recorded and will serve as your Spoken Interpretive Performance Indicator in your Personal Standards Document. I will send you the link through Moodle Messenger and you may insert it into your document as soon as you receive it. **(25 puntos) Due jueves, 11 de octubre.**

2.1.5 Socialización: Las comidas que a mi me gustan (*Socialization: The foods that I like*)

One of the easiest ways to get a snapshot of what a culture is like (and likes!) is to eat its food. You wouldn't imagine Italy without pasta or China without rice or Germany without bratwurst, just like you wouldn't imagine Venezuela without *arepas* or Argentina without *asados*. So what is the food in Miami like? Take a look at [this menu](#) from Mambo Café in Miami. They serve authentic Cuban cuisine, in addition to other Caribbean specialties, Texmex fajitas (with

alligator if you want!), and St. Louis style ribs. The food in Miami is a reflection of the cultures that live there and the resources available in the area.

Actividad 2.1.5:

Read the menu and decide what you would like to order as *una tapa*, as *un plato principal*, as *una bebida*, and as *un postre*. Write your answer in the forum for actividad 2.1.5, using the model given in the instructions for that activity. This forum entry will serve as your Written Interpretive Performance Indicator for your Personal Standards Document. When your work is evaluated, I will send you a link through Moodle Messenger that you can insert into your personal standards document as soon as you receive it. **(10 points. Due viernes, 12 de octubre.)**

Unidad 2, Guía 2

Esta semana vas a... (*This week you are going to...*)

- Practice using different conjugations of the verbs GUSTAR with infinitives
- Work with a partner to conjugate and use the verbs SER and GUSTAR with infinitives in sentences
- Chat interpersonally
- Watch the music video for the song "Soy Yo" by Bomba Estéreo and compare yourself with the girl in the video

2.2.1 Socialización: Las comidas que a mí me gustan - A

responder (*Socialization: The foods that I like - Respond*)

Last week you learned and used the verb GUSTAR. In our conversations most everyone used "me gusta" to say that they liked something. However, if you want to add emphasis to what you're saying, you can add "A mí" Por ejemplo: A mí me gusta comer pizza. The "a mí" adds emphasis, especially in cases when you're making a comparison between yourself and someone else. You could also say "A ti te gusta," "A él/ella le gusta," "a nosotros nos gusta," o "a ellos/ellos/ustedes les gusta."

¿Qué tienen en común con sus compañeros de clase? (*What do you all have in common with your classmates?*) Read through your classmates' forum entries from actividad 2.1.5 and find at least three classmates that want to eat one of the same foods or drinks you chose. Respond to them with the emphasis:

"A ti te gusta comer/beber..... A mí me gusta comer/beber también. A nosotros nos gusta comer/beber....." (*You like to eat/drink.....I like to eat/drink ... too. We like to eat/drink.....*)

Then find at least three classmates that do not want to eat one of the same foods you chose. Respond to them with the emphasis,

"A ti no te gusta comer/beber.....A mí no me gusta comer/beber tampoco. A nosotros no nos gusta comer/beber....." (*You don't like to eat/drink.....I don't like to eat/drink either. We don't like to eat/drink.....*)

Actividad 2.2.1: Make six separate responses to your classmates' choices in the forum for Actividad 2.1.5 (10 points) **Due lunes, 15 de octubre.**

2.2.2 Gramática en grupo (Group Grammar)

Today you and two partners will practice conjugating the verbs GUSTAR y SER. Find the link for your shared document in the actividades section and follow the directions given in it. You will also use this document for tomorrow's assignment.

Actividad 2.2.2:

Usa tu documento para completar los cuadros y escribir tus frases. (*Use your documento to complete the charts and write your sentences.*) (10 puntos) **Due martes, 16 de octubre.**

2.2.3 Gramática en grupo (Group Grammar)

Today you will review your partners' work and make suggestions for corrections as necessary. Access your Gramática en grupo documento de ayer (*from yesterday*) and review each conjugation entry and sentence your partners made. If the entry or sentence is correct, place an asterisk of your name's color (see document) after it (*). If you think the entry or sentence needs to be changed, write what you think it should be changed to in your name's color (see document) WITHOUT deleting the original entry/sentence. We will use this document in our chat tomorrow.

Actividad 2.2.3:

Lee tu documento y haz correcciones al trabajo de tus compañeros si es necesario. (*Read your document and make corrections to the work of your partners if it is necessary.*) (10 points) **Due miércoles, 17 de octubre.**

2.2.4 Charla Interpersonal (Interpersonal Chat)

¡Hoy charlamos! El propósito de esta charla es (*The purpose of this chat is*) for you to express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures and visuals. We will mostly use GUSTAR con infinitivos (ya saben: comer, beber, correr, leer, andar, aprender, comprar, descansar, dibujar, escribir, escuchar, hacer la tarea, hablar, jugar,

mirar (la televisión), montar en bicicleta, pasar un rato, pasear, practicar, preparar, tocar (un instrumento), trabajar).

Estaré en la charla a las 2:00-3:00 de la tarde CST y a las 7-8:30 de la noche CST. (*I will be online between 2:00-3:00 pm CST and 7-8:30 pm.*)

Si no puedes asistir en esas horas, favor de mandarme un mensaje y hacer otros arreglos (*If you cannot attend at those times, please message me and make other arrangements.*)

Actividad 2.2.4:

Join the chat using the link for actividad 2.2.4. I will be online between 2:00-3:00 CST and 7-8:30 CST. If you are not able to attend within those time frames you are responsible for rescheduling with me. This chat will **be recorded and will serve as your Spoken Interpersonal Performance Indicator in your Personal Standards Document. I will send you the link through Moodle Messenger and you may insert it into your document as soon as you receive it. (25 puntos) Due jueves, 18 de octubre.**

2.2.5 Construcción de conocimiento: Mis gustos me definen (*Knowledge Construction: My likes define me*)

¿Quién eres tú? ¿Eres un individuo especial? ¿Tienes un estilo personal? ¿Te definen tus gustos? (*Who are you? Are you a special individual? Do you have a personal style? Do your likes define who you are?*)

La canción "Soy Yo" por Bomba Estéreo - una banda colombiana - nos enseña que somos todos individuos con preferencias y gustos diferentes. Nuestros gustos son partes importantes de nuestra persona, y aunque nos critique la gente, ya somos nosotros - nuestra propia persona. "Lo único que importa es lo que está por dentro." (*The song, "Soy Yo" by Bomba Estéreo teaches us that we are all individuals with different preferences and likes. The things we like are an important part of who we are, and even if people criticize us, we are still who we are - our own person. "The only important thing is what is inside."*)

Mira el video:

(<https://youtu.be/bxWxXncl53U>)

Puedes encender los subtítulos *CC* en español para ver la letra, o puedes leer la letra debajo: (*Watch the video "Soy yo." You can turn on the subtitles in Spanish to see the lyrics, or you can read the lyrics below:*)

Me caí, me paré, caminé, me subí

Me fui contra la corriente y también me perdí

Fracasé, me encontré, lo viví y aprendí

Cuando te pegas fuerte más profundo es el beat

Sigo bailando y escribiendo mis letras

Sigo cantando con las puertas abiertas

*Atravesando todas estas tierras
Y no hay que viajar tanto pa' encontrar la respuesta*

*Y no te preocupes si no te aprueban
Cuando te critiquen, tú solo di*

Soy yo

Soy yo

Soy yo (soy, soy, soy, soy, soy, soy, soy)

Soy yo (yo, yo, yo, yo, yo, yo, yo)

*Sigo caminando y sigo riendo
Hago lo que quiero y muero en el intento
A nadie le importa lo que estoy haciendo
Lo único que importa es lo que está por dentro*

A mí me gusta estar en la arena

Bañarme en el mar sin razón, sin problema

Estar sentada sin hacer nada

Mirando de lejos y estar relajada

*Y no te preocupes si no te aprueban
Cuando te critiquen, tú solo di*

Soy yo

Soy yo

Soy yo (soy, soy, soy, soy, soy, soy, soy)

Soy yo (yo, yo, yo, yo, yo, yo, yo)

Soy así, soy así, soy así (Relaja)

Y tú ni me conoces a mí (Bien relaja)

Soy así, soy así, soy así (Relaja)

Y tú ni me conoces a mí (Bien relaja)

You know what I mean? You know what I mean?

Sí, papá

*Y no te preocupes si no te aprueban
Cuando te critiquen, tú solo di*

Soy yo

Soy yo

Soy yo (soy, soy, soy, soy, soy, soy, soy)

Soy yo (yo, yo, yo, yo, yo, yo, yo)

En la cama

Relajá

Con mi encanto

Con pijama, soy yo

Así soy yo

Actividad 2.2.5:

After watching the video, use the forum in actividad 2.2.5 to make a comparison between the girl in the video and yourself. There is a model for you to use in addition to more detailed directions in the forum instructions. This forum entry will serve as your Written Interpretive Performance Indicator for your Personal Standards Document. When it is evaluated, I will send you a link through Moodle Messenger that you can insert into your document as soon as you receive it. **(50 puntos. Due viernes, 12 de octubre.)**

Unidad 2, Semana 3

Esta semana vas a... *(This week you are going to...)*

- terminar tu conversación sobre tus gustos
- hacer tu artefacto para el portafolio
- charlar para presentar información sobre tus gustos
- darme tu documento personal de estándares
- hacer una reflexión sobre esta unidad

2.3.1 Construcción de conocimiento: Mis gustos me definen -

Respuestas *(Knowledge construction: My likes define me - Responses)*

Hoy vas a continuar la conversación que empezaste el viernes. Responde a dos de tus compañeros de clase así: *(Today you are going to continue the conversation that you started on Friday. Respond to two of your classmates this way;)*

Primero, responde a un compañero a quien le gusta la misma actividad como tú. Responde según este modelo: *(First, respond to a classmate who likes the same activity as you. Respond according to this model:)*

A ti te gusta ...*... A mi me gusta ...*... también. A nosotros nos gusta ...*... (*actividad que tienen en común)

Segundo, responde a un compañero a quien le gusta otra actividad que a ti no te gusta. Responde según este modelo: *(Second, respond to a classmate who likes another activity that you don't like. Respond according to this model:)*

A ti te gusta...*... A mi no me gusta...*... En vez de ...*..., me gusta ...\$.
(*actividad que a tu compañero le gusta hacer. \$ actividad que a ti te gusta hacer más que *)

Actividad 2.3.1: Return to the forum for actividad 2.2.5 from last week and make your two new entries in response to your classmates' writing. Use the format provided in the instructions above. The models will also be provided in the forum for your reference. When the assignment is completed I will send you

a link that you can insert into your personal standards document for the Interpersonal Written artifact. **(50 puntos. Due martes 23 de octubre)**

2.3.2 Desarrollo: Perfil Personal (*Development: Personal Profile*)

Imagine that you have enrolled in an international Spanish-speaking student exchange program online. You have your own personal page on the exchange program's website where families who might want to host you can read about who you are.

For this artifact, create your personal profile for the exchange program's website. Include the following information and items:

- Your photo and a complete sentence that states your name
- A complete sentence that states where you are from
- A few sentences (2-3) about your favorite things to do in general (using either the vocabulary from this unit, or other vocabulary that you choose to look up yourself)
- A few sentences (2-3) about your favorite things to eat (using either the vocabulary from this unit, or other vocabulary that you choose to look up yourself)
- A few sentences (2-3) about your favorite things to do on the weekend or after school (using either the vocabulary from this unit, or other vocabulary that you choose to look up yourself)
- Two questions for your potential host family. One question should ask where they are from. One question should ask what they like to do.

Microsoft Word, Google Docs, or Google Draw would be good tools for creating this artifact.

Actividad 2.3.2:

Begin working on your artifact. (50 points) Due miércoles, 24 de octubre.

2.3.3 Día de trabajar (Work day)

Use today to finish working on your portfolio artifact and begin assembling your [Personal Standards Document](#) if you have not done so yet.

Actividad 2.3.3:

When your portfolio artifact is complete, upload it with the submission link for actividad 2.3.3. (50 points) Due miércoles, 24 de octubre.

2.3.4 Charla: Presentación (*Chat: Presentation*)

¡Hoy charlamos! El propósito de esta charla es (*The purpose of this chat is*) for you to express basic likes or dislikes using practiced or memorized words and phrases, with the help of gestures and visuals. We will mostly use GUSTAR con infinitivos (ya saben: comer, beber, correr, leer, andar, aprender, comprar, descansar, dibujar, escribir, escuchar, hacer la tarea, hablar, jugar, mirar (la

televisión), montar en bicicleta, pasar un rato, pasear, practicar, preparar, tocar (un instrumento), trabajar).

Estaré en la charla a las 2:00-3:00 de la tarde CST y a las 7-8:30 de la noche CST. (*I will be online between 2:00-3:00 pm CST and 7-8:30 pm.*)

Si no puedes asistir en esas horas, favor de mandarme un mensaje y hacer otros arreglos (*If you cannot attend at those times, please message me and make other arrangements.*)

Actividad 2.3.4:

Join the chat using the link for actividad 2.3.4. I will be online between 2:00-3:00 CST and 7:00-8:30 CST. If you are not able to attend within those time frames you are responsible for rescheduling with me. This chat will be recorded and will serve as your Spoken Presentational Performance Indicator in your Personal Standards Document. I will send you the link through Moodle Messenger and you may insert it into your document as soon as you receive it. (25 puntos) Due jueves, 25 de octubre.

2.3.5 Entrega de tu Documento Personal de Estándares y Reflexión (Submission of Your Personal Standards Document and Reflection)

Review the artifacts that you prepared for this unit and make sure that they are pasted into your personal standards document. You can view the document [here](#). Copy and paste it into a new document that you can use for yourself. When your artifact links are inserted, add a reflection in ENGLISH at the BOTTOM of the document that answers the following questions (they are listed at the end of the document as well):

1. How do these artifacts demonstrate that you can identify in Spanish how people use their free time and why?
2. How do these artifacts demonstrate that you can participate in activities with peers of the target culture, or show appreciation of target culture activities by observing and imitating them?
3. How do these artifacts demonstrate that you can understand memorized or familiar words when they are supported by gestures or visuals in informational texts?
4. How do these artifacts demonstrate that you can express your likes and dislikes using memorized or familiar words when they are supported by gestures and visuals?
5. Name the activity or resource that was most helpful to you in this unit and explain why.
6. Name the activity or resource that was least helpful to you in this unit and explain how you would change it to make it better.
7. Choose the artifact that you feel is your best piece of work from the unit and explain with evidence/justification why you believe it is the best.

Actividad 2.3.5:

Entrega tu documento personal de estandares completado con el enlace para la actividad 2.3.5 **(25 points)**

Due viernes, 26 de octubre.

Unidad 3, Guía 1

Esta semana vas a... *(This week you are going to...)*

- describirte y describir a otras personas
- usar artículos definidos e indefinidos para describir a otras personas
- usar sustantivos y adjetivos en concordancia
- charlar
- aprender sobre Día de los Muertos y honrar a un querido

3.1.1 Introducción y Vocabulario Esencial (Introduction and Essential Vocabulary)

¿Cómo eres tú? *(What are you like?)* ¿Cómo son tus amigos? *(What are your friends like?)* How do you describe the people that you know, meet, and see every day? Look at this painting by Carmen Lomas Garza, a Mexican-American artist from southern Texas:



How would you describe the people in this picture? Are they young, old, tall, short, thin, fat? What color hair do they have? How organized does this *tamalada* look?

In this unit you will learn how to describe people: the people you see in this picture, yourself, and other people that you know. You can view the standards for this [unit here](#).

Vocabulario Esencial:

Mira [este video](#) para aprender las palabras que necesitas para contar cómo son tus amigos y tú. (*Watch this video to learn the words that you need in order to tell how you and your friends are.*) Repasa el vocabulario para esta lección con [este video](#). Después, mira [este video](#) para oír las palabras en contexto (*Review the vocabulary for this lesson with this video. Then, watch this video in order to hear the words in context.*) Si quieres practicar más, usa [este crucigrama](#) para repasar las palabras. (*If you want to practice more, use this crossword to review the words [NOT required]*), o practica [con estas fichas](#). (*Or, practice with these flashcards - PASSWORD: Tora19.*)

Actividad 3.1.1:

Do the practice quiz for actividad 3.1.1. You can attempt the quiz as many times as you want to get a perfect score. **(10 puntos) Due lunes, 29 de noviembre)**

3.1.2 Artículos definidos e indefinidos (*Definite and Indefinite Articles*)

Pretend I ask you to bring me **a** pencil. Does it matter which one I want? Since I used the words, "**a** pencil," you wouldn't assume that it matters which one you bring because "a" is an *indefinite* article. *In* means "not" and *definite* means "defined." The pencil you bring me is not defined.

Now pretend I ask you to bring me **the** pencil. Does it matter which one I want? Since I used the words, "**the** pencil," you would assume that it matters which one you bring because "the" is a *definite* article. *Definite* means "defined." The pencil you bring me is defined. At this point, you would probably ask me, "Which one?"

Just like in English, Spanish has definite and indefinite articles. They are called *artículos definidos* y *artículos indefinidos*.

Usa [este video para aprender](#) y practicar los artículos definidos y artículos indefinidos.

Actividad 3.1.2:

Complete the practice quiz in the actividades section of this lesson. **(10 puntos) Due martes, 30 de octubre.**

3.1.3 Concordancia de sustantivos y adjetivos (*Noun and Adjective Agreement*)

Lee las palabras debajo, y adivina cuál artículo definido le corresponde. (*Read the words below, and guess which definite article corresponds to it.*)

pelo guitarra hombre chicos mujeres

Tal como artículos tienen que corresponder a sus sustantivos en género (masculino o femenino) y número (singular o plural), también los adjetivos tienen que corresponder a los sustantivos que describen en género y número. (*Just like articles have to match their nouns in gender (masculine or feminine) and number (singular or plural), adjectives also have to match the nouns that they describe in gender in number.*)

¿Cómo adivinaste? (*How did you guess?*) Las respuestas son: el pelo, la guitarra, el hombre, los chicos, las mujeres.

Mira [este video](#) para aprender la concordancia de sustantivos y adjetivos. (*Watch this video to learn the agreement of nouns and adjectives.*)

Actividad 3.1.3:

Haz la prueba de práctica en la sección de actividades. (10 puntos) Due miércoles, 31 de octubre.

3.1.4 Charla Interpretiva (*Interpretive Chat*)

¡Hoy charlamos! El propósito de esta charla es (*The purpose of this chat is*) to understand memorized or familiar words when they are supported by gestures or visuals in informational texts. We will use this chat to solidify your understanding the agreement of nouns with both articles and adjectives.

Actividad 3.1.4:

Estaré en la charla a las 2:00-3:00 de la tarde CST y a las 7-8:30 de la noche CST. (*I will be online between 2:00-3:00 pm CST and 7-8:30 pm.*)

Si no puedes asistir en esas horas, favor de mandarme un mensaje y hacer otros arreglos (*If you cannot attend at those times, please message me and make other arrangements.*) (25 puntos) Due jueves, 1 de Noviembre.

3.1.5 Socialización: Día de los muertos (*Socialization: Day of the Dead*)

Day of the Dead, or, Día de los Muertos, is a Mexican tradition that is over 3000 years old. Beginning with the Olmec Indians, the people of Mexico honored their loved ones who had passed from death to life. Over the years, other cultural and religious practices transformed Día de los Muertos into the celebration that you will learn about today. Día de los Muertos in the United States continues to develop with the cultural influences of Halloween, which occurs the day before Día de los Muertos. However, Día de los Muertos will never be about scaring people or tricks and treats. It will always and only ever be a celebration of the lives of people who have died.

Watch this video to learn more about the customs surrounding Día de los Muertos. You can read the text of the video [here](#), or view the video in YouTube and turn on the subtitles (but they are not always accurate.)

(<https://youtu.be/kimX-rwPmyk>)

Watch this video to hear a song that demonstrates the Día de Muertos attitude about death.

(<https://youtu.be/ZpqoO7LkgF0>)

La letra:

Al sonar las doce de la noche (*At the sounding of midnight*)

Las calaveras salen a pasear (*The skulls come out to walk*)

Muy contentas se suben a su coche (*Very happy they get up into their car*)

En bicicleta y también a patinar. (*On their bicycles, and also to skate.*)

Tumba, tumba, tumba vacía (*Empty tomb, tomb, tomb*)

Ciérrate ya que viene la fría (*Close yourself up already, the cold is coming*)

Jajaja que risa me da (*Hahaha, what laughter it gives me*)

Jajaja no me alcanzará. (*Hahaha, it will not reach me.*)

Y por fin, watch this short film that shows how Día de los Muertos is not about being afraid of death, but rather is about celebrating the lives of loved ones who have died - even with fun and humor!

(<https://youtu.be/P2fSOq6Jxow>)

Actividad 3.1.5:

Again, Día de los Muertos is a day to remember those who have died and to celebrate the natural cycle of life. Use the forum for actividad 3.1.5 to do two things: 1. Honor one of your loved ones (passed or living) by telling us about that person in Spanish, following the model in the forum. 2. Choose four cognates from the [first video's transcript](#) and define them. **(50 puntos) Due viernes, 2 de noviembre.**

Unidad 3, Guía 2

Esta semana vas a... (*This week you are going to...*)

- celebrar el Día de los Muertos
- usar artículos definidos e indefinidos en contexto
- usar adjetivos con sustantivos, y colocarlos correctamente
- charlar
- escribir sobre personas famosas

3.2.1 Socialización: Día de los Muertos Respuestas (Socialization: Day of the Dead Responses)

Lee aportes de tus compañeros y haz a lo menos cuatro respuestas así: *(Read the forum posts of your classmates and make at least four responses - one of the following sets to four different classmates - like this:)*

Mi _____ (persona) es _____ también. (adjetivo que usó tu compañero).

Mi _____ (persona diferente) no es _____ (otro adjetivo que usó tu compañero.)

Después, define cuatro cognados más en una respuesta a tu aporte original. Escoge cognados que tus compañeros ya no han usado, si es posible, y defínelas en español si puedes. *(Then, define four more cognates in a response to your original posting. Choose cognates that your classmates have not used yet, if at all possible, and define them in Spanish if you can.)*

Por fin, en la misma respuesta a tu aporte original, escribe una frase en español describe tu opinión de Día de los Muertos. *(Finally, in the same response to your original posting, write a sentence in Spanish that describes your opinion of Day of the Dead.)*

Creo que Día de los Muertos es.....

Actividad 3.2.1

Access the forum for actividad 3.1.5 to complete the instructions given here (also listed in the forum). Check my posting for an example of what to do. **(50 puntos) Due lunes, 5 de noviembre.**

3.2.2 Gramática en grupo (Group Grammar)

Today you and two partners will practice definite and indefinite articles and noun-adjective agreement. Find the link for your shared document in the actividades section and follow the directions given in it. You will also use this document for tomorrow's assignment.

Actividad 3.2.2:

Usa tu documento para completar los cuadros y escribir tus frases. *(Use your documento to complete the charts and write your sentences.)* **(10 puntos) Due martes, 6 de noviembre.**

3.2.3 Gramática en grupo (Group Grammar)

Today you will review your partners' work and make suggestions for corrections as necessary. Access your Gramática en grupo documento de ayer *(from yesterday)* and review each conjugation entry and sentence your partners made. If the entry or sentence is correct, place an asterisk of your name's color

(see document) after it (*). If you think the entry or sentence needs to be changed, write what you think it should be changed to in your name's color (see document) WITHOUT deleting the original entry/sentence. We will use this document in our chat tomorrow.

Actividad 3.2.3:

Lee tu documento y haz correcciones al trabajo de tus compañeros si es necesario. (Read your document and make corrections to the work of your partners if it is necessary.) (10 points) Due miércoles, 7 de noviembre.

3.2.4 Charla Interpersonal (*Interpersonal Chat*)

¡Hoy charlamos! El propósito de esta charla es (*The purpose of this chat is*) for you to express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures and visuals. We will use the vocabulary and grammar from this lesson, especially definite and indefinite articles.

Estaré en la charla a las 2:00-3:00 de la tarde CST y a las 7-8:30 de la noche CST. (*I will be online between 2:00-3:00 pm CST and 7-8:30 pm.*)

Si no puedes asistir en esas horas, favor de mandarme un mensaje y hacer otros arreglos (*If you cannot attend at those times, please message me and make other arrangements.*)

Actividad 3.2.4:

Join the chat using the link for actividad 3.2.4. I will be online between 2:00-3:00 CST and 7-8:30 CST. If you are not able to attend within those time frames you are responsible for rescheduling with me. This chat will **be recorded and will serve as your Spoken Interpersonal Performance Indicator in your [Personal Standards Document](#).** I will send you the link through Moodle Messenger and you may insert it into your document as soon as you receive it. (25 puntos) **Due jueves, 8 de noviembre.**

3.2.5 Construcción de conocimiento: Las personas famosas (*Knowledge Construction: Famous People*)

¿Cómo son **las** personas famosas? ¿Son bellas? ¿Son ricas? ¿O son **unas** personas normales como tú y yo? ¿Es bueno ser **una** persona famosa? ¿O es mejor ser **una** persona normal con **una** vida sencilla y muchos amigos? (*What are famous people like? Are they beautiful? Are they rich? Or are they normal people like you and I? Is it good to be a famous person? Or is it better to be a normal person with a simple life and lots of friends?*)

Mira este video por Sie7e, **un** músico de Puerto Rico. Escribió esta canción y hizo **el** video con su esposa. Nos enseña que es mejor tener **una** vida sencilla de amor que ser **una** persona famosa con mucho dinero, mansiones, o **una** cara

bonita. *(Watch this video by Sie7e, a musician from Puerto Rico. He wrote this song and made the video with his wife, and it teaches us that it is better to have a simple life of love than to be a famous person with a lot of money, mansions, or a pretty face.*

[Puedes leer la letra aquí.](#) *(You can read the lyrics here.)*

<https://youtu.be/qaShyjYCID8>

Actividad 3.2.5

Usa el foro para actividad 3.2.5 para hacer una entrada nueva y contestar las preguntas siguientes:

Imagínate que eres una persona famosa - ¿cuál es tu nombre? ¿De dónde eres? ¿Cuál es tu profesión que te hace famoso(a)? ¿Qué te gusta hacer cuando eres famoso(a)? ¿Cómo eres, cuando eres famoso(a)? ¿Eres muy diferente de tu persona normal cuando eres famoso(a)? Enfoquete en el uso correcto de los artículos definidos, indefinidos, y los adjetivos. **50 puntos. Due viernes, 9 de noviembre.**

Unidad 3, Guía 3

Esta semana vas a... *(This week you are going to...)*

- terminar tu conversación sobre las personas famosas
- hacer tu artefacto para el portafolio
- charlar para presentar información sobre tus características personales
- darme tu documento personal de estándares
- hacer una reflexión sobre esta unidad

3.3.1 Construcción de conocimiento: Personas Famosas - Respuestas (*Knowledge construction: Famous People - Responses*)

Hoy vas a continuar la conversación que empezaste el viernes. Responde a dos de tus compañeros de clase así: *(Today you are going to continue the conversation that you started on Friday. Respond to two of your classmates this way;)*

Responde a dos personas a quienes quieres conocer. Responde según este modelo: *(First, respond to a famous person that you want to meet. Respond according to this model:)*

Hola, _____(nombre). Eres una persona _____ (adjetivo). Yo soy _____(adjetivo) también porque me gusta _____(verbo infinitivo que demuestra la calidad del adjetivo). ¿Eres una persona _____ (otro adjetivo)? Yo soy (o no soy) una persona _____ (otro adjetivo) porque me gusta (o no me gusta) _____. Cuando eres una persona normal, ¿eres _____? (adjetivo nuevo) ¿Te gusta _____ o te gusta _____? (dos actividades que corresponden al adjetivo nuevo)

Actividad 3.3.1:

Return to the forum for actividad 3.2.5 from last week and make your two new entries in response to your classmates' writing. Use the format provided in the instructions above. A model will also be provided in the forum for your reference. When the assignment is completed I will send you a link that you can insert into your personal standards document for the Interpersonal Written artifact. **(50 puntos. Due lunes 12 de noviembre.)**

3.3.2 Desarrollo: Entrada para el Anuario (*Development: Yearbook Entry*)

Write an entry to go beneath your picture in your school's yearbook. Include the following information:

- Your photo and name
- Where you are from
- What you look like (at least 3 attributes)
- What your personality is like (at least 3 attributes)
- Who your two best friends are, what they look like (at least 2 attributes), what their personalities are (at least 2 attributes)
- What you like to do together (at least 3 activities)
- Write using complete sentences

Microsoft Word, Publisher, Google Docs, or Google Draw would be good tools for creating this artifact.

Actividad 3.3.2:

Begin working on your artifact. **(50 points) Due miércoles, 14 de noviembre.**

3.3.3 Día de trabajar (*Work day*)

Use today to finish working on your portfolio artifact and begin assembling your [Personal Standards Document](#) if you have not done so yet.

Actividad 3.3.3:

When your portfolio artifact is complete, upload it with the submission link for actividad 3.3.3. **(50 points) Due miércoles, 14 de noviembre.**

3.3.4 Charla: Presentación (Chat: Presentation)

¡Hoy charlamos! El propósito de esta charla es (*The purpose of this chat is*) **introduce yourself using practiced or memorized words and phrases, with the help of gestures and visuals.** You will use all of the vocabulary and grammar from this unit in several prepared exercises.

Estaré en la charla a las 2:00-3:00 de la tarde CST y a las 7-8:30 de la noche CST. (*I will be online between 2:00-3:00 pm CST and 7-8:30 pm.*)

Si no puedes asistir en esas horas, favor de mandarme un mensaje y hacer otros arreglos (*If you cannot attend at those times, please message me and make other arrangements.*)

Actividad 3.3.4:

Join the chat using the link for actividad 3.3.4. I will be online between 2:00-3:00 CST and 7:00-8:30 CST. If you are not able to attend within those time frames you are responsible for rescheduling with me. This chat will be recorded and will serve as your Spoken Presentational Performance Indicator in your Personal Standards Document. I will send you the link through Moodle Messenger and you may insert it into your document as soon as you receive it. (25 puntos) **Due jueves, 15 de noviembre.**

3.3.5 Entrega de tu Documento Personal de Estándares y Reflexión (Submission of Your Personal Standards Document and Reflection)

Review the artifacts that you prepared for this unit and make sure that they are pasted into your personal standards document. You can view the document [here](#). Copy and paste it into a new document that you can use for yourself. When your artifact links are inserted, add a reflection in ENGLISH at the BOTTOM of the document that answers the following questions (they are listed at the end of the document as well):

1. How do these artifacts demonstrate that you can identify personal characteristics and how they are globalized?
2. How do these artifacts demonstrate that you can share with peers in a Hispanic culture a personal characteristic that might be familiar to them?
3. How do these artifacts demonstrate that you can understand memorized or familiar words when they are supported by gestures or visuals in informational texts?

4. How do these artifacts demonstrate that you can introduce yourself using practiced or memorized words and phrases, with the help of gestures and visuals?
5. Name the activity or resource that was most helpful to you in this unit and explain why.
6. Name the activity or resource that was least helpful to you in this unit and explain how you would change it to make it better.
7. Choose the artifact that you feel is your best piece of work from the unit and explain with evidence/justification why you believe it is the best.

Actividad 3.3.5:

Entrega tu documento personal de estándares completado con el enlace para la actividad 3.3.5 **(25 points) Due viernes, 16 de noviembre.**

Unidad 4, Guía 1

Esta semana vas a... *(This week you are going to...)*

- contar la hora y tu horario escolar
- usar el verbo tener
- conjugar verbos de -ar en el presente
- charlar
- escribir sobre tus clases favoritas y la frecuencia que las tienes

4.1.1 Introducción y Vocabulario Esencial *(Introduction and Essential****Vocabulary)***

¿Cómo es tu escuela? *(What is your school like?)* ¿Cómo es tu horario? *(What is your schedule like?)* ¿Qué materia te gusta más? *(What subject do you like the most?)* Mira esta foto de algunos estudiantes mexicanos:



¿Cómo son estos estudiantes? ¿Son grandes o pequeños? ¿Son altos o bajos? ¿Son viejos o jóvenes? De verdad, son muy parecidos a estudiantes en Estados Unidos, con una diferencia: es común en países hispanos que los estudiantes se lleven uniformes. ¿Te llevas un uniforme escolar?

In this unit you will learn how to talk about your school day: what your classes are, when you have them, what you have to do for your classes, and other facts that are unique about your school. You can view the standards for this [unit here](#).

Vocabulario Esencial:

Mira [este video](#) para aprender las palabras que necesitas para hablar de tu horario escolar. Repasa el vocabulario para esta lección con [este video](#). Después, mira [este video](#) para oír las palabras en contexto. Usa [este juego](#) para repasar las palabras, o usa [estas fichas](#). (*Watch this video to learn the words that you need in order to talk about your school schedule. Review the vocabulary for this lesson with this video. Then, watch this video in order to hear the words in context. Use this game to review the words, or use these flashcards - PASSWORD: Tora19.*)

Actividad 4.1.1:

Do the practice quiz for actividad 4.1.1. You can attempt the quiz as many times as you want to get a perfect score. **(10 puntos) Due lunes, 26 de noviembre.**

4.1.2 El verbo **TENER** (*The verb TENER*)

¿Qué palabras usamos para contar la hora dada? Adivina y chequea tu respuesta debajo. (*What words do we use to tell the time given? Guess and check your answer below.*)

1. Tengo que estudiar (11:00)
2. Tenemos la clase de ciencias (12:30)
3. Tienes la clase de matemáticas (2:15)
4. Tengo las clase de inglés (8:00)
5. Tienen que llegar a la escuela (6:40)

1. a las once. 2. a las doce y media. 3. A las dos y cuarto. 4. A las ocho. 5. A las siete menos veinte.

Ahora, usa [este video para aprender](#) y practicar el verbo tener. (*Now, use this video the learn and practice the verb tener.*)

Remember that the verb TENER means "to have" and that TENER QUE means "to have to do (something)". Finally, listen to this verb used [in the context of this video](#).

Actividad 4.1.2:

Complete the practice quiz for actividad 4.1.2 in the actividades section of this lesson. You can attempt the quiz as many times as necessary to get a perfect score. **(10 puntos) Due martes, 27 de noviembre.**

4.1.3 Verbos de -ar, tiempo presente (Present tense -ar verbs)

Haz una frase con TENER QUE y los verbos y personas dadas. Adivina la forma correcta de TENER según la persona dada.

Después, chequea tu respuesta debajo. (*Make a sentence with TENER QUE and the verbs and person given.*)

Guess the correct form of TENER according to the person given. Then, check your answer below.)

1. que escuchar música. (yo)
 2. que montar en bicicleta. (ellos)
 3. que dibujar. (nosotras)
 4. que hablar por teléfono. (tú)
 5. que tocar la guitarra. (ella)
1. tengo 2. tienen 3. tenemos 4. tienes 5. tiene

Just like TENER and SER have their own conjugations (tengo, tienes, tiene, tenemos, tienen and soy, eres, es, somos, son),

you can conjugate any verb you like if you know the "rules" for each conjugation. Today you will learn how to conjugate verbs that have -ar endings in the *present tense*.

[Watch this video to learn how.](#)

When you are done watching the video, you will know how to conjugate these verbs that you already know:

alquilar, andar, comprar, contestar, descansar, dibujar, enseñar, escuchar, estudiar, hablar, llegar,

mirar, montar, necesitar, pasar, pasear, practicar, sacar, tomar, trabajar, usar.

If you can conjugate them, you can communicate ideas like, "he walks" "we draw" "they listen" "you work" "I speak", and many others -- all you need is the rules!

Actividad 4.1.3:

Haz la prueba de práctica en la sección de actividades. (10 puntos) Due miércoles, 28 de noviembre.

4.1.4 Charla Interpretiva (*Interpretive Chat*)

¡Hoy charlamos! El propósito de esta charla es (*The purpose of this chat is*) to understand memorized or familiar words when they are supported by gestures or visuals in informational texts.

We will use this chat to solidify your understanding of the verb TENER.

Actividad 4.1.4:

Estaré en la charla a las 2:00-3:00 de la tarde CST y a las 7-8:30 de la noche CST. (*I will be online between 2:00-3:00 pm CST and 7-8:30 pm.*)

Si no puedes asistir en esas horas, favor de mandarme un mensaje y hacer otros arreglos (*If you cannot attend at those times, please message me and make other arrangements.*)

(25 puntos) Due jueves, 29 de Noviembre.

4.1.5 Socialización: Mi horario escolar (*Socialization: My school schedule*)

¿Cómo es tu horario escolar? ¿Cuáles son tus clases favoritas? ¿Cuáles son tus clases *menos* favoritas?

Escribe cuatro párrafos sobre tus clases, las horas que tienes tus clases y la frecuencia de cada clase. Sigue el modelo en el foro.

(*What is your school schedule like? Which are your favorite classes? Which are your least favorite classes?*)

Write a paragraph about your classes, the times you have your classes, and the frequency of each class. Follow the model in the forum.

Actividad 4.1.5:

Access the forum for actividad 4.1.5, read the instructions listed there in addition to the post entitled MODELO in order to help you write about your school schedule. **(50 points) due 30 de noviembre.**

Unidad 4, Guía 2

Esta semana vas a... (*This week you are going to...*)

- responder a sus compañeros de clase
- practicar los verbos TENER y de -AR
- charlar
- construir tu comprensión de realia hispana.

4.2.1 Socialización: Mi horario escolar - Respuestas (*Socialization: My School Schedule - Responses*)

Lee aportes de tus compañeros y haz a lo menos cuatro respuestas así: (*Read the posts of your classmates and make at least four responses like this:*)

Tu tienes la clase de _____ a las _____ de la mañana/tarde. Yo tengo la clase de _____ a las _____ de la mañana/tarde. A ti (no) te gusta la clase de _____ porque es _____. A mi (no) me gusta la clase de _____ (tampoco) también porque _____. En mi clase de _____ yo _____ (verbo de -ar) mucho. ¿Tú _____ (verbo de -ar) en tu clase de _____?

Actividad 4.2.1:

Complete your responses to your compañeros using the format given above. It will be included as a reply to the MODELO. **(50 puntos) Due lunes, 3 de diciembre.**

4.2.2 Gramática en grupo (*Group Grammar*)

Today you and two partners will practice both conjugating and using TENER and -AR verbs. Find the link for your shared document in the actividades section and follow the directions given in it. You will also use this document for tomorrow's assignment and the charla el jueves.

Actividad 4.2.2:

Usa tu documento para completar los cuadros y escribir tus frases. (*Use your documento to complete the charts and write your sentences.*) **(10 puntos) Due martes, 4 de diciembre.**

4.2.3 Gramática en grupo (*Group Grammar*)

Today you will review your partners' work and make suggestions for corrections as necessary. Access your Gramática en grupo documento de ayer (*from*

yesterday) and review each conjugation entry and sentence your partners made. If the entry or sentence is correct, place an asterisk of your name's color (see document) after it (*). If you think the entry or sentence needs to be changed, write what you think it should be changed to in your name's color (see document) WITHOUT deleting the original entry/sentence. We will use this document in our chat tomorrow.

Actividad 4.2.3:

Lee tu documento y haz correcciones al trabajo de tus compañeros si es necesario. *(Read your document and make corrections to the work of your partners if it is necessary.)* **(10 points) Due miércoles, 5 de noviembre.**

4.2.4 Charla Interpersonal (*Interpersonal chat*)

¡Hoy charlamos! El propósito de esta charla es (The purpose of this chat is) to provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. We will use the vocabulary and grammar from this lesson, especially el verbo TENER.

Estaré en la charla a las 2:00-3:00 de la tarde CST y a las 7-8:30 de la noche CST. *(I will be online between 2:00-3:00 pm CST and 7-8:30 pm.)*

Si no puedes asistir en esas horas, favor de mandarme un mensaje y hacer otros arreglos. *(If you cannot attend at those times, please message me and make other arrangements.)*

Actividad 4.2.4:

Join the chat using the link for actividad 4.2.4. I will be online between 2:00-3:00 CST and 7-8:30 CST. **If you are not able to attend within those time frames you are responsible for rescheduling with me.** This chat will be recorded and will serve as your Spoken Interpersonal Performance Indicator in your [Personal Standards Document](#). I will send you the link through Moodle Messenger and you may insert it into your document as soon as you receive it. **(25 puntos) Due jueves, 6 de diciembre.**

4.2.5 Construcción de conocimiento: Villancicos navideñas (*Knowledge Construction: Christmas Carols*)

En México y otros países hispanos, las navidades se celebran con música, bailes, y fiestas. Tal como en los Estados Unidos, cada país tiene sus propios costumbres y tradiciones alrededor del nacimiento de Jesús. Una de esas tradiciones es la música que se canta. *(In Mexico and other hispanic countries, the Christmas season is celebrated with music, dancing, and parties. Just like in the United States, each country has its own customs and traditions surrounding the birth of Jesus. One of these traditions is the music that is sung.)*

Mira y escucha estas canciones para conocer un poco de la cultura navideña. Puedes [leer las letras aquí](#).

(https://youtu.be/SF47MzYs_I4)

(<https://youtu.be/638T3fAN11s>)

(<https://youtu.be/1TjL2fg1EIA>)

Otra tradición es la procesión de las posadas, que relata la historia de José y María mientras que buscaban posada en Belén. Aquí puedes mirar una explicación de las posadas, al Pato Donald: (¡Puedes usar los subtítulos en este video! *(Another tradition is the procession of the posadas, which retells the story of Joseph and Mary while they looked for lodging in Bethlehem. Here you can watch an explanation of las posadas, a la Donald Duck: (You can use the subtitles in the video!))*)

(<https://youtu.be/9KuPKQlhbg8>)

Actividad 4.2.5:

Encuentra y comparte un video que ensena sobre las posadas o presenta un villancico. Puedes buscar "las posadas para niños", "las posadas mexicanas para niños," "villancicos mexicanos" o, "villancicos para niños." Incluye la letra de la canción si puedes. Puedes buscar "letra de y el nombre de la canción." Después, mira los videos que encontraron sus compañeros. La tarea del lunes será hablar sobre tu video y responder a los videos de tus compañeros. *(Find and share a video that teaches about the posadas or presents a Christmas carol. You can look for "las posadas for kids" "las posadas mexicanas for kids," "Spanish Christmas Carols," or "Christmas Carols for Kids." Include the lyrics of the song if you can. You can search "Lyrics of... and the name of the song. Then, watch the videos that your classmates found. Monday's assignment will be to discuss your video and respond to the videos of your classmates.)* **Due viernes, 7 de diciembre. (50 puntos en total)**

Unidad 4, Guía 3

Esta semana vas a... *(This week you are going to...)*

- terminar tu conversación sobre los villancicos navideños
- hacer tu artefacto para el portafolio
- charlar para presentar información sobre tu horario escolar
- darme tu documento personal de estándares
- hacer una reflexión sobre esta unidad

4.3.1 Construcción de conocimiento: Villancicos navideños -**Respuestas** (*Knowledge construction: Christmas Carols - Responses*)

Hoy vas a comentar sobre los villancicos de tus compañeros. Mira tres videos de tus compañeros y responde a esos compañeros de clase así con cinco de las frases siguientes: (*Today you are going to comment on the Christmas carols of your classmates. Watch three videos of your classmates and respond to those classmates this way with four of the following sentences:*)

1. Me gusta (o no me gusta) tu canción porque _____.
2. La letra de tu canción es interesante o sorprendente porque _____.
3. Tu canción tiene estos cognados: _____. (*a lo menos dos*)
4. Tu canción tiene estos verbos -ar: _____. (*a lo menos dos - si es posible*)
5. Tu canción tiene esto en común con mi canción: _____. - o, alternativamente -
5. Tu canción es diferente de mi canción porque _____.

Actividad 4.3.1:

Return to the forum for actividad 4.2.5 from last week and make your two new entries in response to your classmates' writing. Use the format provided in the instructions above. A model will also be provided in the forum for your reference. When the assignment is completed I will send you a link that you can insert into your personal standards document for the Interpersonal Written artifact. **(50 puntos. Due lunes 10 de diciembre.)**

4.3.2 Desarrollo: Carta sobre me día escolar (*Development: Letter about my school day*)

Imagine that your Spanish-speaking pen pal is thinking about going to school in the United States as an exchange student. He or she wants to know what your school is like in order to help with the decision. Write your pen pal a letter that describes one of your school days. Include the following information:

- The parts of a letter: greeting, introduction, body, closing
- The names of the classes that you take during that one day.
- The times that you have each class.
- The things that you have to do for each class (using the construction "tengo que...")
- Identify the class you like the most (Me gusta más la clase de...)

Microsoft Word or Google Docs would be good tools for creating this artifact.

Actividad 4.3.2:

Begin working on your artifact. **(50 points) Due miércoles, 12 de diciembre.**

4.3.3 Día de trabajar (*Work day*)

Use today to finish working on your portfolio artifact and begin assembling your [Personal Standards Document](#) if you have not done so yet.

Actividad 4.3.3:

When your portfolio artifact is complete, upload it with the submission link for actividad 4.3.3. **(50 points) Due miércoles, 12 de diciembre.**

4.3.4 Charla: Presentación (*Chat: Presentation*)

¡Hoy charlamos! El propósito de esta charla es *(The purpose of this chat is) to name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals..* You will use all of the vocabulary and grammar from this unit in several prepared exercises.

Estaré en la charla a las 2:00-3:00 de la tarde CST y a las 7-8:30 de la noche CST. *(I will be online between 2:00-3:00 pm CST and 7-8:30 pm.)*

Si no puedes asistir en esas horas, favor de mandarme un mensaje y hacer otros arreglos *(If you cannot attend at those times, please message me and make other arrangements.)*

Actividad 4.3.4:

Join the chat using the link for actividad 4.3.4. I will be online between 2:00-3:00 CST and 7:00-8:30 CST. If you are not able to attend within those time frames you are responsible for rescheduling with me. This chat will be recorded and will serve as your Spoken Presentational Performance Indicator in your Personal Standards Document. I will send you the link through Moodle Messenger and you may insert it into your document as soon as you receive it. (25 puntos) **Due jueves, 13 de diciembre.**

4.3.5 Entrega de tu Documento Personal de Estándares y Reflexión (*Submission of Your Personal Standards Document and Reflection*)

Review the artifacts that you prepared for this unit and make sure that they are pasted into your personal standards document. You can view the document [here](#). Copy and paste it into a new document that you can use for yourself. When your artifact links are inserted, add a reflection in ENGLISH at the BOTTOM of the document that answers the following questions (they are

listed at the end of the document as well):

1. How do these artifacts demonstrate that you can identify some elements of a school schedule and how it reflects the culture?
2. How do these artifacts demonstrate that you can answer simple questions about your future study plans, including high school, college, or study abroad?
3. How do these artifacts demonstrate that you can understand memorized or familiar words when they are supported by gestures or visuals in informational texts?
4. How do these artifacts demonstrate that you can introduce yourself using practiced or memorized words and phrases, with the help of gestures and visuals?
5. Name the activity or resource that was most helpful to you in this unit and explain why.
6. Name the activity or resource that was least helpful to you in this unit and explain how you would change it to make it better.
7. Choose the artifact that you feel is your best piece of work from the unit and explain with evidence/justification why you believe it is the best.

Actividad 4.3.5:

Entrega tu documento personal de estándares completado con el enlace para la actividad 4.3.5 **(25 points) Due viernes, 14 de diciembre.**

Appendix H: Chat Presentations

Unidad 1

Interpretive and Interpersonal:

<https://docs.google.com/presentation/d/1iXazpC4Eu3InjA6tdzw4Xe93pYI54QX5I2VDIYwpYNY/present?ueb=true&slide=id.p>

Presentational:

https://docs.google.com/presentation/d/1y2TvcXELQdbCrdVe9uTzYeWUoYi602Xk0_tWNna5JMM/present?ueb=true&slide=id.p

Unidad 2

Interpretive:

https://docs.google.com/presentation/d/18VUY0Egd3aXdCEaX_ThH0JrKqYh9GcaCfFQ-VFB0jrM/present?ueb=true&slide=id.p

Interpersonal:

https://docs.google.com/presentation/d/1x1R3_vmmuEoFD6HCpBIxj1YJM5ZKobrsPM6vBXmWVA0/present?ueb=true&slide=id.p

Presentational:

https://docs.google.com/presentation/d/1j_1Taq_QGkOKISNpIbHkevZjbTZfLo0ZvIZIPx6jXso/present?ueb=true&slide=id.p

Unidad 3

Interpretive:

<https://docs.google.com/presentation/d/1FwoAdwnqbYSymZi5YK9zG1-q6K6MIZ98816aK0AWv5g/present?ueb=true&slide=id.p>

Interpersonal:

https://docs.google.com/presentation/d/1Jc1oipSZxx1_7dxPOSeOJ_Zon3g7bKovhZ_0mp_B_aM/present?ueb=true&slide=id.p

Presentational:

https://docs.google.com/presentation/d/1Q25gGtrPzvHjVK8_QWZk_rWEQK_WbCeSVJxme6Q5ybl/present?ueb=true&slide=id.p

Unidad 4

Interpretive:

<https://docs.google.com/presentation/d/1Y7B9IPkQODIe0akz7sZS1-AuK2fmGJJEUVpVbAuFSUg/present?ueb=true&slide=id.p>

Interpersonal:

<https://docs.google.com/presentation/d/15YtE4YutLHJTGnAMGwyDywhacc6SUWwFjLsXaVUfzME/present?ueb=true&slide=id.p>

Presentational:

https://docs.google.com/presentation/d/1G6_BIP836kQ7GKqP1t_DQ5UyKyRfkggz68RwJQKgT0Y/present?ueb=true&slide=id.p

Appendix I: Course Exit Survey Scores Evaluated for Mean, Median, and Mode

<i>General Course Information</i>	<i>M</i>	<i>Mdn</i>	<i>Mode</i>
The course materials were easy to locate.	4.5	5	5
The course page design was intuitive and logical.	4.1	4	5
The course goals were clear.	4.6	5	5
The course goals were appropriate for my abilities.	4.1	4	5
I was able to meet course goals with the activities written into the course.	3.9	4.5	5
The course utilities (wikis, forums, chats, etc.) were appropriately matched to the skills being practiced.	4.4	5	5
I preferred using authentic assessments instead of traditional tests.	3.6	3.5	3
Weekly chats were productive and useful for building my abilities.	4.1	4.5	5
<i>Access and Motivation</i>			
I was consistently able to access the information that I needed in order to meet the course goals.	4.1	5	5
I was consistently motivated to meet the course goals.	4.1	5	5
The instructor's involvement was appropriately motivating.	4.4	5	5
My classmates' involvement was appropriately motivating.	3.8	4	4
<i>Socialization</i>			
I felt that I was part of a learning community as a student in this course.	4	4	4
The atmosphere that surrounded interactions in the course was relaxed and cooperative.	3.8	4	4
I had appropriate and varied opportunities to get to know my classmates and instructor.	4.5	5	5
The socialization that I engaged in supported my learning and helped me meet the course goals.	4.1	4.5	5
Socialization in the online "classroom" was better for me than in a traditional classroom.	2.8	3	3
<i>Information Exchange</i>			
Writing my assignments in the target language made me think about what I was writing.	4.1	4.5	5
Reading my classmates' writing in the target language made me think about what I was reading.	3.9	4	5
Writing about the target language and how to use it helped me understand the language better.	4.3	4	4
Speaking in video chats helped me to think about what to say and how to say it in a given situation.	4.3	5	5

There was a good balance of writing, reading, speaking, and listening activities to help me exchange information with my classmates and instructor.	4.4	4.5	5
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Knowledge Construction

The activities and resources in the course helped me build my knowledge of and skills in the target language.	4.4	5	5
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I found it beneficial to use authentic resources for knowledge construction.	4.3	4	4
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I found that helping to build the course content also helped me to build my understanding of the target language.	4.5	4.5	5
---	-----	-----	---

My classmates contributed to the building of my understanding of the target language.	3.8	4	4
---	-----	---	---

My instructor contributed to the building of my understanding of the target language.	4.8	5	5
---	-----	---	---

Reflection on my learning experiences helped me to understand what I learned.	4	4	4
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Reflection on my learning experiences helped me to understand how I learned.	4.4	4.5	5
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Development

The activities built into the course required me to apply what I learned from the course materials.	4.5	5	5
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My classmates' involvement helped me develop my language skills.	3.5	3.5	4
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My instructor's involvement helped me develop my language skills.	4.7	5	5
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I feel that my language skills developed according to and along with the course goals.	4.5	5	5
--	-----	---	---

Pacing

There was enough time for me to meet my learning goals.	3.8	4	5
---	-----	---	---

The number of course goals was appropriate for my skill level.	4.1	4.5	5
--	-----	-----	---

My classmates helped me stay on pace with the course goals.	3.3	3.5	4
---	-----	-----	---

My instructor helped me stay on pace with the course goals.	4.1	4	5
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Appendix J: Qualitative Feedback of Student Satisfaction

In the space that follows, describe your level of satisfaction with the course. State why/why not you were satisfied with the course and why/why not you would recommend the course to another student.

1. I love this course because it helped me get a better understanding of what I am writing and saying. I would definitely recommend this to my friends because it was fun and helpful.
2. I didn't like the chats. There was too much stuff to learn in a tiny period of time. Learning a new thing about 4 days a week and reviewing it, without being able to understand it well enough.
3. 10/10! This course is nearly flawless! Its set up for the students to succeed and learn a lot, and the material is great. I would recommend this to another student because it is a great learning experience for everyone.
4. I think that the course is going well so far. I would recommend the course to another student because getting constructive criticism from others is helpful, and you can't always get feedback from your classmates in a traditional classroom environment.
5. I liked the course because even though at first I was confused with the new technology, I eventually caught on and had a lot of fun. I am a bit confused on why we didn't use the class blog as much as it seemed like we would at the beginning of the course, but we did learn a lot I think really helped me learn and develop my Spanish skills. The only thing I'd like an improvement on is maybe the interaction between the classmates and I. We did do those documents together, but I think it would help to maybe set up some kind of Charla where everyone in the class participates at the same time. I would recommend this to another student because it is educational and fun, and it really tests your memory and knowledge to the limits. After all, who doesn't like a little challenge?
6. Satisfaction-4 The reason it isn't a 5 because I wished we just took it slower and I don't like the chats a lot.
7. I like the course I would recommend this source to others.

Describe your impression of the course as a whole. Was it beneficial to you? Did you learn more or less than in a traditional course?

1. This course was very beneficial because it helped me understand Spanish better words and sentences.
2. It helped me learn some new things. I think I could have learned more in an actual classroom.

3. I enjoy this course and although it makes me busy it is very beneficial. I learned more than in a traditional course because of the faster pacing.
4. The course was beneficial to me, and I feel like I learned more than I could in a traditional course. I learn more when I don't know how to say something in Spanish, so then I have to look it up. I then know what that word or phrase is for next time.
5. I think it was extremely beneficial to me. I am trying to learn Spanish outside of home because of a future trip to Costa Rica, and I think this course helped me the most with understanding how to say different things and what they mean.
6. It helped me know the basics of Spanish.
7. I now can speak many more words that I could have a few months ago, I think I learned more than a traditional course.
8. I learned faster than a traditional course.

List any other comments or suggestions that you may have.

1. Nope all is good thanks for being a wonderful teacher. :)
2. Is it possible to put the guides to be put with the coordinated assignments instead of at the head of the unit? Other than that useless nitpick, I can't say anything.
3. Sometimes when we have to respond to other student's forum posts or assignments, some of the people aren't done with their assignment yet. Then, I have to log on to the website later to complete my assignment for that day.
4. I think we should still have just a little more interaction between students. I've read a bit about their personality, but I feel like I really don't know them well enough. Like I suggested earlier, we could have a Charla where everyone participates at the same time, to get to know each other better.
5. I just wish we took it a little bit slower and I think we will, also I don't like the chats a lot but I don't care if we keep doing them.