COMMON CORE LEARNING STANDARDS: Language, Reading, Writing, Speaking and Listening

Language
L1: Demonstrate command of the conventions of standard grammar and usage when writing or speaking.
L2: Demonstrate command of the conventions of standard capitalization, punctuation, and spelling when writing.
L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrase by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Speaking and Listening
SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing
W.1. Write arguments to support claims in an analysis of substantive topics or texts using valid reason and relevant and sufficient evidence.
W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.7. Conduct short, as well as more sustained research projects based on focused questions, demonstrating understanding or the subject under investigation.

W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

**Reading**

R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2. Determine central ideas or themes of a text and analyze their development; summarize key support details and ideas.

R.3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

R.6. Assess how point of view or purpose shapes the content and style of a text.

R.7. Integrate and evaluate content presented in diverse formats and media including visually and quantitatively as well as in words.

R.8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

R.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

R.10. Read and comprehend complex literary and informational texts independently and proficiently.
Course Overview

- This course is conducted entirely in Spanish and encourages students to practice the target language consistently inside and outside the classroom. They should be able to use the Spanish language to understand conversations, oral presentations, newspapers, instructions, articles and short stories.
- They are exposed to current events of Spanish-speaking countries through authentic written texts, newspapers and various types of articles that develop students’ reading and comprehension abilities. Also, this class involves numerous writings and integration of skills with a strict review of grammatical structures.
- Students should be able to express themselves orally in debates’ discussion and during the presentation of the various topics presented on the written texts.

Teacher strategies

The AP Spanish class will be conducted entirely in Spanish in order to build universal and integrated Spanish comprehension: Speaking, listening, reading and writing. In addition, different activities and projects will be completed and presented to the class to insure full integration of skills.

Speaking skills

In order to provide an opportunity to speak in class and reinforce their speaking skills, each Friday a group of four students give an oral presentation of three to four minutes. I assigned the topic such as current social topic, a Hispanic author or work, a cultural topic from a target country, etc. They are required to provide one printed text, one visual and one audio stimulus related to the topic. Also, they are required to participate daily in class discussions by giving their own interpretation of proverbs, reciting few lines from a poem, responding to briefly interviews.

Newspapers In small groups, bi-weekly each student will present a summary of a newspaper or magazine article. One student will take notes from each summary presented. Afterwards, the student will report the article to the class.
Debate at the end of each lesson, every week or two, students will start a debate on a controversial topic. Students will have the opportunity to discuss issues related to world events, politics, social problems, and teen culture.

**Listening skills**
I select audio sources from the textbook “A toda vela” to listen in class at least 2-3 times per week in order to make inferences and predictions. They are required to take notes, complete grids and learn how to identify details versus main ideas. In addition to that they will have the option to attend every Thursday after school to their classroom to watch a Spanish movie that presents the topic been discussed that week. Also students have access to the school Blackboard, which will allow them go to the websites I have setup for them. There they will have the opportunity to listen to radio shows, TV programs, real-life conversation, interviews, songs, and videos from different Spanish-speaking countries.

**Reading skills**
Students will read and interpret selected samples of authentic literary prose and poetry, current topics from newspapers, magazines and comic books.

**Writing skills**
- **Formal Writing task**
Every three weeks student writes a formal, well-organized essay of at least 200 words on a particular topic taken from the course’s textbook titled A toda vela. Various essays are written in reaction to an article from the textbook, newspapers, Magazines, Short stories or from information listened from audios or Internet. Also formal writing assignments are done in class, which requires using the vocabulary list of the unit topic in order to reinforce vocabulary retention. Teacher will review the essays first by coding each mistake, then students will peer-edit each others-works and submit the final essay for a grade.

- **Informal Writing task**
Students will write weekly journals entries of one page in length. Journals will contain their opinions about the articles they had read in class or their reactions of some of the topics discussed in class. Journals topics will be assigned by the teacher and will be collected and revised at the end of every marking period.
Resources

Main text

Additional books

WEB SITES

➢ Resources to develop Listening skills

**La música**
http://www.lamusica.com/

**aeiradio**
http://aeiradio-noticias.100webspace.net/aeiradio/index.htm

**Radio de las Naciones Unidas**
http://www.unmultimedia.org/radio/spanish/

**Arco iris TV**
http://es.arcoiris.tv/index.php

**Scola**
http://www.scola.org/eoneCommerce/Portal

**Lang Media Spanish in Ecuador**
http://langmedia.fivecolleges.edu/collection/lm_ecuador/ec_greetings.html

**Podcasts Notes in Spanish**
http://www.notesinspanish.com/
http://www.laits.utexas.edu/spe/int25.html

➢ Resources to review grammar

**Basic Spanish Words**
http://members.aol.com/alvareze/spanish/frame.html?f=fs

**Spanish Vocabulary builder**
http://languageadventure.net/
Vocabulary training
http://www.vokabel.com/

Study Spanish
http://www.studyspanish.com/

Language Guide
http://www.languageguide.org/espanol/

- **Resources to develop Reading skills**
  - Magazines
    Vanidades
    http://www.esmas.com/vanidades/

National Geographic en español
http://ngenespanol.com/

People en español
http://www.peopleenespanol.com/pespanol/en

Hola
http://www.hola.com/

Arts Virtual
http://www.arsvirtual.com/

- News
  Qué pasa
  http://www.quepasa.cl/quepasa/portada/0,0,38039290_10111573,00.html

BBC en español

El mundo
http://www.elmundo.es/index.html?a=9c6a011fff4b4bd3db12d0f473c6ec0a&t=1223604161

CNN es español
http://www.cnn.com/espanol/

ABC en España
http://www.abc.es/

Voice of America News
http://www.voanews.com/english/portal.cfm

Cronista
http://www.cronista.com/contenidos/ultimasnoticias.html

El heraldo
http://www.elheraldo.com.co/elheraldo/home.asp

Nación
http://www.nacion.com/
CD
- Arjona, Ricardo
- Juanes
- Ricardo Arjona
- Los monos
- Ricky Martin
- Juan Luis Guerra
- Maná
- Shakira
- Cabe Tacuba

DVD
- Nueba Yol
- Spanglish
- Días de fútbol
- Historia del fútbol
- El Norte
- Mojados
- Historia oficial
- Maradentro
- Flamenco color
- Los Olvidados
- Tango
- Marcelino Pan y Vino
- Conociendo América Central
- Cuentos Populares
- El mundo hispanohablante
- Tortilla Soup
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<tr>
<th>Week</th>
<th>Unit</th>
<th>Objectives</th>
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<td>Sept 2-Sept 12</td>
<td>Orientation</td>
<td>• Introduction to the AP Language Spanish course: Course requirements</td>
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<td>• Course overview</td>
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<td>• Grading policy</td>
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<td>• Students self-introduction to class.</td>
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<td>• Assess students reading, writing, listening and speaking level.</td>
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<td>• Get to know students better and get a sense of their weakness and their strengths</td>
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<td>Sept 15-Oct 3</td>
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<td>In this unit students will examine and discuss the topics:</td>
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<td>Tourism and Immigration.</td>
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<td>Tourism and traveling:</td>
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<td>• Describe a hotel</td>
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<td>• Talk about traveling to other countries and means of transportation</td>
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<td>• The tourist market</td>
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<td>• The impact of the technology on tourism</td>
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<td>Immigration:</td>
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<td>• Reasons to immigrate to other countries</td>
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<td>• Countries traditions.</td>
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<td>• Bilingualism and biculturalism</td>
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<td>Various articles from textbook</td>
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<td>Articles:</td>
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<td>newspapers, magazine and Internet</td>
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<td>Abriendo Paso - Lectura:</td>
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<td>“Cajas de cartón”</td>
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<td>Viaje a la tierra del abuelo, (autor)</td>
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<td>Essay:</td>
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<td>• Comparación entre tu vida y la del narrador o personajes del cuento o de la película.</td>
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<td>• El origen de las tradiciones</td>
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<td>• Viviendo entre dos culturas</td>
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<td>• Las ventajas y desventajas de la inmigración en un país</td>
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<td>Song:</td>
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<td>• Mojado (Ricardo Arjona)</td>
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<td>Film:</td>
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<td>• El Norte</td>
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<td>Debate:</td>
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<td>• ¿La persona que no viaja sabe menos?</td>
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<td>• ¿Son todos los inmigrantes tratados por igual?</td>
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<td>Projects (oral):</td>
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<td>• Create an itinerary for your trip to a Spanish speaking country</td>
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<td>• Traditions of a Spanish speaking country</td>
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<td>• Interview: Motives to immigrate to another country</td>
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| Oct 6 - Oct 24 | 2 | In this unit students will examine and discuss the topic: Adolescent  
- Teen fashion, teen interest, values and aspiration.  
- Youth's problems  
- Children on the streets  
- Poverty  
- The importance of education.  
- Hispanics in United States  
| Abriendo paso - Gramática:  
- Review Ser, estar, haber  
- The uses of “Por y Para”  
- Reflexive verbs, the future tense,  
- The pluperfect  
| **A toda vela!**  
Various articles from textbook  
**Articles:** newspapers, magazine and Internet  
**Novel:** - Viaje a la tierra del abuelo, by Mariano Bencastro.  
**Essay:**  
- ¿Es fácil ser joven en estos tiempos? ¿Cuáles son las ventajas y los inconvenientes de ser joven?  
- ¿Cuáles son tus responsabilidades?  
- Comparación de las responsabilidades de tus padres y las tuyas.  
**Poem:** - Adoslescencia, Vicente Aleixandre  
**Song:**  
- La historia de Juan (Juanes)  
- Los hijos de la oscuridad, Franco de Vita  
**Film**  
- Toritilla Soup  
- La vendedora de Rosas  
- Documental: Palomos hijos de la calle  
**Projects (oral or written)**  
- Research about young people from Latin countries and create an interview with your partner  
- Estilo de vida de los jóvenes hispanohablantes.  
- Posters denouncing children mistreatment and create a public campaigns based on the topics of the unit.  
- Create a poem about childhood, adolescent and old age.  
|
| Oct 27 - Nov 14 | 3 | In this unit students will examine and discuss the topics:
Food, Human body and health

**Food:**
- Typical food from Spanish speaking countries
- Describe a recipe
- Types of Latin food
- How food has been influenced by other cultures

**Human body and health**
- Talk about diets
- The impact of the TV on what we eat
- Hunger in the world

**¡A toda vela!**
Various articles from textbook
**Articles:**
newspapers, magazine and Internet

** Essays topics:**
- Ventajas y desventajas de comer en un restaurante y de seguir una dieta
- “El fenómeno de la comida rápida en los Estados Unidos
- La comida rápida ¿conviene pero a qué costo?

**Debate:**
Una dieta vegetariana es más saludable que una dieta que admite carne

**Video:**
- Food of Latin America

**Projects (oral or written)**
- Oral presentation: la comida típica de un país hispano.
- Group project: Open up a restaurant

**Song:**
- Ojalá que llueva café en el campo, Juan Luis Guerra

**Abriendo paso - Gramática:**
Review of the imperative tense
Present, imperfect, present perfect and pluperfect of the subjunctive.
The condicional perfect of the indicative.
| Nov 17 - Dec 9 | 4 | In this unit students will examine and discuss the topics: Personality and traits  
- People and personalities  
- Talk about love, envy, lies, bad habits and fears on people  
- How people communicate  
- The power of the mind on people.  
- Famous and important Latin figures  
- Heroes and villains personality characteristics  
- The impact of the Latin people in United States | ¡A toda vela!  
Various articles from textbook  
**Articles:** newspapers, magazine and Internet  
**Group discussion:**  
- ¿Cuáles son las ventajas desventajas de ser una persona que siempre dice lo que piensa?  
**Essays:**  
- ¿Se puede cambiar la personalidad?  
- La importancia de tener una actitud positiva en la vida  
- Las manías  
- ¿Qué es el amor?  
**Projects (oral or written)**  
- Cartel sobre las virtudes y defectos de nuestra sociedad  
- ¿A qué famoso admiras?  
- ¿Cuál es la personalidad ideal?  
**Songs:**  
“Ese hombre” – La India  
“El amor” – José Luis Perales  
**Film / Interviews:**  
- Penélope Cruz, Salma Hayek, Almodovar, and more famous people.  
**Projects:**  
Comparación de algunos aspectos de la vida de los famosos  
**Encuentros maravillosos: Gramática a través de la lectura:**  
Viajes de historias de cronopios y de famosos – Julio Cortázar.  
**Abriendo paso - Gramática:**  
Various uses of the subjunctive comparisons, Prepositions, pronouns,
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
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| Dec 10 - Jan 9 | 5                 | In this unit students will examine and discuss the topics: Literature and language  
|            |                   | - Literary genders  
|            |                   | - Spanish literature and his movements  
|            |                   | - Nobel prize winners  
|            |                   | - Poetry and its techniques  
|            |                   | - The importance of writing  
|            |                   | - The importance of the Spanish language  |
|           | ¡A toda vela!      | Various articles from textbook  
|           |                   | Articles: newspapers, magazine and Internet  
|           |                   | Essays topics:  
|           |                   | - ¿Cuáles son los beneficios y los obstáculos de seguir una carrera en letras?”  
|           |                   | - ¿Cuáles son los beneficios y obstáculos de usar experiencias personales en una composición?  
|           |                   | Debate: El trabajo de los literarios contribuye poco a la vida práctica de los seres humanos.  
|           |                   | Projects (oral or written):  
|           |                   | - Research and comparison of two different literary movements  
|           |                   | - Research about famous writers.  
|           |                   | - Describe a piece of literature you would like to use for a movie or play  
|           |                   | Film /Video/Poetry/Songs:  
|           |                   | - Borges: Profile of a writer  
|           |                   | - Pablo Neruda, Jorge Luis Borges, and Ruben Dario.  
|           |                   | - Canción del Jinete, Bunbury  
|           |                   | - Poema de Lorca: El Jinete  
<p>|           | Abriendo paso - Gramática: | Review of verb tenses, verbs with se, solo y sólo, capital letters, indirect and direct object pronoun, comparative and superlative, writing techniques, stem change verbs,  |
| Jan 12 - Jan 22 | Assessment | For final assessment students, will choose one of the topics discussed in class and will present a comprehensive analysis to the class. Students’ achievement in oral and written skills will be evaluated. |</p>
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<th>Date</th>
<th>Duration</th>
<th>Activity</th>
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<td>Feb 3 – Feb 27</td>
<td>6</td>
<td><strong>In this unit students will examine and discuss the topic:</strong></td>
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<td>• Sport</td>
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**¡A toda vela!**
Various articles from textbook

**Articles:**
newspapers, magazine and Internet

**Essay**
- ¿Cómo sería mi vida sin deportes?
- ¿Existe discriminación en los deportes?
- ¿Es la corrida de toros un deporte?

**Projects: (oral or written)**
- Describe tu deporte y tu atleta favorito.
- Hable sobre los atletas jóvenes que no terminan sus estudios para dedicarse a practicar un deporte profesional

**Debate:**
Los estudiantes del mismo sexo deberían tener los mismos programas deportivos en la escuela.

**Film:**
- Días de Fútbol

**Song:** “La copa de la vida”, Ricky Martin

**Abriendo paso - Gramática:**
El género de los sustantivos
El infinitivo, el indicativo, el subjuntivo
La voz pasiva
Verbos con preposición
| March 2 - March 20 | 7 | In this unit students will examine and discuss the topic:  
- Technology  
- Environmental problems  
- The importance of the Language |
| --- | --- | --- |
| **¡A toda vela!** |  | Various articles from textbook  
**Articles:** newspapers, magazine and Internet  
**Essay:**  
- ¿Cómo ha revolucionado la tecnología a nuestro mundo?  
- Las ventajas y desventajas de algunos inventos nuevos  
- ¿Por qué es importante saber idiomas para tener una buena carrera en el futuro.  
**Debate**  
- ¿Los estadounidenses deberían de hablar un idioma?  
- Los inventos más necesarios ya han sido inventados. No queda nada por inventar.  
**Projects: (oral or written)**  
- Explique cómo un problema ecológico puede afectar su comunidad  
- Crear un plan para disminuir la contaminación del aire  
- ¿Qué elemento de contaminación eliminarías?  
- Presente una petición a la administración para poder usar teléfonos celulares durante el día escolar  
**Video**  
- Anuncios comerciales sobre los problemas ambientales |
|  |  | **Abriendo paso - Gramática:**  
Review verb tenses, comparative and superlative, Por and Para, The subjunctive |
<table>
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<tr>
<th>March 23 - April 24</th>
<th>8</th>
<th>In this unit students will examine and discuss the topic:</th>
<th>Present and past participle</th>
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<td>• Art</td>
<td>A toda vela!</td>
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<td>Various articles from textbook</td>
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<td>Articles: newspapers, magazine and Internet</td>
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<td>Essay:</td>
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<td>- El arte y la vida de Frida Kahlo</td>
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<td>- Describa el arte que más le atrae</td>
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<td>- El arte muralista</td>
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<td>- ¿Cómo sería la vida sin el arte?</td>
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<td>- Diferencias y semejanzas entre el cine y la televisión de los Estados Unidos y la de los países hispanos</td>
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<td>- El impacto social de los actores hispanos en el cine y en la televisión</td>
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<td>Debate:</td>
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<td>- ¿Todos deberían estudiar arte de manera obligatoria?</td>
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<td>- Es mucho mejor ver películas en el cine que verlas en casa</td>
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<td>Projects: (oral or written)</td>
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<td>- Hable sobre cinco obras de arte que usted más valora</td>
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<td>- La vida y obras de un artista hispano</td>
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<td>- Anuncios para promover el arte en su comunidad.</td>
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<td>- ¿Cree que la televisión y la música contemporánea ha afectado demasiado a los jóvenes?</td>
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<td>- Diseñen y describan un museo original</td>
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<td>Movie / Film</td>
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<td>- Portrait of an artist</td>
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<td>- The frescos of Diego Rivera</td>
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| April 27 – May 8 | Review for the AP test | Class will practice all the different parts of the AP examination from new test releases and from different books  
- Review vocabulary  
- Practice and review verbal structures.  
- Selecting from any the topics that the class has been working on the whole year, each group of students will make a movie based on the topics.  
- Compare and analyze different short stories from diverse Spanish authors and others |
| May 11 – June 15 | Projects |  
**AP**  
- Listening section  
- Reading Section  
- Writing section (paragraph completion with root words)  
- Speaking Section (informal and formal writing)  
**Final Assessment**  
Movie project  
**Short stories**  
*Cortázar:* “La continuidad de los paques”  
*Juan Rulfo:* “No oyes ladrar a los perros”  
*Gabriel G. Márquez:* “La ciudad de Montiel”  
*José Martí:* “Versos Sencillos”  
*Mariano José Larra:* “Vuelva usted mañana”  
*Quiroga:* “El almohadón de plumas” |