

CURRICULUM MAP (rev. 12/12)

Subject: Spanish 1

Grade Level: 9th

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>LISTENING (to CD recordings, videos and the teacher related to):</p> <ul style="list-style-type: none"> • Greetings • leave taking expressions • numbers 1-100 –to say age, the date, & phone number • telling time • days, date, months • clothes, colors • objects in a classroom • subjects in a school • communication/situations using the CD from the textbook • family members <p>SPEAKING:</p> <ul style="list-style-type: none"> • answering teachers’ questions or greetings • objects in the classroom • clothes, colors, numbers, telling time, days, dates • creating short dialogues in pairs or groups about the same topics • asking questions about the same topics • describing activities you like • describing physical activities <p>READING:</p> <ul style="list-style-type: none"> • reading letters from pen pals • reading conversations from the text book 	<p>LISTENING (to CD recordings, videos and the teacher related to):</p> <ul style="list-style-type: none"> • favorite foods, eating habits • using expressions for eating & food • meal times & names of meals in Spanish • locations of people & things • school activities • things you have to do • places where you go • conversations about activities & sports related activities • holidays • weather expressions <p>SPEAKING:</p> <ul style="list-style-type: none"> • practice the “ñ” sound • answer questions about food, eating habits, places to go, school activities & leisure time activities(sports, etc) • telling about which activities you do & which you like or do not like • telling about obligations(things you have to do) • asking questions about the above topics 	<p>LISTENING (to CD recordings, videos and the teacher related to):</p> <ul style="list-style-type: none"> • descriptions of places in a neighborhood & where they are • descriptions of employees • descriptions of means of transportation • numbers 100-1,000 descriptions <p>SPEAKING:</p> <ul style="list-style-type: none"> • saying what you prefer or want • discussing stores & shopping • -items you want to buy: Clothing, jewelry, sporting goods, electronics • giving information using numbers: Prices for items bought <p>READING:</p> <ul style="list-style-type: none"> • read a story about the market place • read a conversation using prepositions for location & food • read an advertisement from a mall • read a conversation about shopping • read a story about young Hispanics and clothing style 	<p>LISTENING (to CD recordings, videos and the teacher related to):</p> <ul style="list-style-type: none"> • daily routines & personal care • well being & illness • family life & family members <p>SPEAKING:</p> <ul style="list-style-type: none"> • talking about clothes • talking about how you feel & how to stay in good health • describe your family <p>READING:</p> <ul style="list-style-type: none"> • read a story about young people & styles of clothing • read about students’ daily routines & health • read about family life in Hispanic families <p>WRITING:</p> <ul style="list-style-type: none"> • write about your daily routine • write about being sick write about family life & emotions • write a letter to your potential host family telling them about your family <p>GRAMMAR: Irregular verbs</p> <ul style="list-style-type: none"> • salir-to leave • poner-to put • traer-to bring

CURRICULUM MAP (rev. 12/12)

Subject: Spanish 1 (con't)

Grade Level: 9th

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>READING: (con't)</p> <ul style="list-style-type: none"> reading created conversations reading announcements from TV and radio programs reading a short story about Jaime Escalante schools & <u>Los Tres Zapotos</u> reading about famous Hispanic entertainers <p>WRITING:</p> <ul style="list-style-type: none"> Writing single sentences about family, etc. Writing compositions about family, etc. writing about leisure time activities according to seasons <p>GRAMMAR:</p> <ul style="list-style-type: none"> define/indefinite articles llevar- to wear hay-there is; there are saying no in Spanish ser- to be tener-to have, tener __años gustar –to like cognates vivir-to live the preposition de expressing possession possessive adjectives -ar verbs 	<p>READING:</p> <ul style="list-style-type: none"> read a story about subjects you like in school read excerpts from students opinions about their classes (asignaturas) read letters from pen pals about their family & leisure time activities <p>WRITING:</p> <ul style="list-style-type: none"> Writing about school, meals, favorite activities, etc. writing about things you're going to do writing about the weather & different activities & holidays write about a vacation in an Hispanic country <p>GRAMMAR:</p> <ul style="list-style-type: none"> estar – to be (at a place) ir – to go(at a place) tener – que + infinitive- to have to do something the verbs that end in (-ar, -er, or -ir) saber-to know how to do something jugar-to play (sports&games) the future expressed with: ir a + infinitive 	<p>WRITING:</p> <ul style="list-style-type: none"> writing about places in a neighborhood & identifying people who work in a neighborhood (professions) write a letter to a potential employer write a letter to a friend about shopping a note about your daily routine <p>GRAMMAR:</p> <ul style="list-style-type: none"> prepositions & prepositional pronouns – regular & irregular forms gustar-to like impersonal direct object pronouns estar-to be(located) querer to want ver-to see preferir-to prefer the personal a (used when the object of a sentence is a person)-there is no English equivalent Prepositions to show location (to the left, next to, etc.) the contradiction del-(from the)and al(to the) or personal a 	<p>GRAMMAR: (con't)</p> <ul style="list-style-type: none"> reflexive verbs that deal with daily routines (to get up, to shower, to get dressed, etc) the reflexive pronouns poder-stem-changing (o-ue) present tense form sentir, divertirse (e-ie) stem changing possessive adjectives <p>CULTURE:</p> <ul style="list-style-type: none"> learn about family life in Hispanic countries

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Grade Level: 9th

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>CULTURE:</p> <ul style="list-style-type: none"> • birth announcements(use of both father's & mother's last name) • Jaime Escalante -Carta de una amiga mexicana • assign a project about a Hispanic country • different course loads, wearing uniforms in school 	<p>CULTURE:</p> <ul style="list-style-type: none"> • learning about schools in Hispanic countries ie. Private schools • learn about Hispanic Olympians • learn about typical Hispanic foods in different countries(Puerto Rico, Mexico, Argentina, Spain) 	<p>CULTURE:</p> <ul style="list-style-type: none"> • the Spanish artist Pablo Picasso • learn about currency in Hispanic world • learn about the art of bargaining & specialty stores in Hispanic countries 	<p>CULTURE:</p> <ul style="list-style-type: none"> • Researching Hispanic countries <ul style="list-style-type: none"> ○ capital city, mountains, rivers ○ currency ○ natural resources ○ government ○ population ○ location on the globe

CURRICULUM MAP (revised 12/12)

subject: Spanish 2/2A

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>READING:</p> <ul style="list-style-type: none"> • Comic strips Nicknames in Spanish • “Apellidos y sobrenombres” • Common school situations <p>WRITING: a paragraph on:</p> <ul style="list-style-type: none"> • Famous people physical traits (description) • Students personal data • Conversación con un amigo • Yo soy yo...poem <p>GRAMMAR:</p> <ul style="list-style-type: none"> • ir + a + infinitive • ser/estar • poder preferir • me/te gustaría + infinitive • salir/ir • gustar/saber • poner/traer/oír • proposition “de” • possessive adjectives <p>CULTURE:</p> <ul style="list-style-type: none"> • A family reunion • Names of pets in the Hispanic world 	<p>READING:</p> <ul style="list-style-type: none"> • pen pal letter • family relationships in the Hispanic world <p>WRITING:</p> <p>GRAMMAR:</p> <ul style="list-style-type: none"> • gustar, jugar, saber saber + infinitive • salir • nacer • -ar, -er, -ir verbs • mas/menos que • tan...como • prepositions of location • reflexive pronouns <p>CULTURE: become familiar with:</p> <ul style="list-style-type: none"> • various Hispanic artists • home activities & chores in a family <p>LISTENING:</p> <ul style="list-style-type: none"> • to conversations about: • things that happen everyday • leisure activities • household chores 	<p>READING:</p> <ul style="list-style-type: none"> • dance clubs in the Hispanic world • ads • fun places to visit <p>WRITING:</p> <ul style="list-style-type: none"> • a paragraph about your dream vacation <p>GRAMMAR:</p> <ul style="list-style-type: none"> • dar, pedir, decir (e-i) • poner,traer, oír irregular “g” verbs) • impersonal direct object pronouns • hace + time + que + present tense • venir • conocer • superlatives w/más/ menos & -ismo(a) • tú commands • personal a + direct object pronouns <p>CULTURE:</p> <ul style="list-style-type: none"> • Various cultural readings 	<p>READING:</p> <ul style="list-style-type: none"> • El cumpleaños • Recipes • Hispanic restaurant menus • La risa: un buen ejercicio para la salud <p>WRITING:</p> <ul style="list-style-type: none"> • Write your favorite recipe • A letter about a health problem • A letter asking for travel: information about a vacation you would like to take <p>GRAMMAR:</p> <ul style="list-style-type: none"> • Preterit tense of pedir, poner, tener, dar, dormir(se), morir(se), decir, traer, leer, oír • Imperfect tense of –ar, -er, - ir verbs • Por & para • Past participle <p>CULTURE:</p> <ul style="list-style-type: none"> • popular art in Hispanic culture • Hispanic population in U.S.

CURRICULUM MAP

Subject: Spanish 2/2A (con't)

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>CULTURE: (con't)</p> <ul style="list-style-type: none"> • Class schedules in schools <p>LISTENING: To conversations about: clothing, colors</p> <ul style="list-style-type: none"> • family members • numbers • school activities & materials • personal data • sports • daily responsibilities • pastimes • jobs • numbers to 1,000 <p>SPEAKING:</p> <ul style="list-style-type: none"> • Describe yourselves & classmates, members of the family, famous people • Talk about yours & others feelings • Places in school • What you & others like to do • sports & school related activities • say what ones like or prefer to do • talk about jobs you prefer • polite expressions of disagreement 	<p>SPEAKING:</p> <ul style="list-style-type: none"> • Talk about places & activities in the city • Compare places & activities in the country 	<p>LISTENING:</p> <ul style="list-style-type: none"> • Mexican music • Conversation & situations dealing with: • Vacations Traveling • Interesting places to visit • Activities to do <p>SPEAKING:</p> <ul style="list-style-type: none"> • talk about travel preparations places & activities that students like • use expressions for persuading others 	<p>LISTENING:</p> <ul style="list-style-type: none"> • conversations & situations dealing with: <ul style="list-style-type: none"> ○ forms of media ○ narrating the past ○ food ○ health & illness <p>SPEAKING:</p> <ul style="list-style-type: none"> • talk about what you used to do when you were small • about the way people used to live years ago • how to order a meal in a restaurant • check in a hotel • what you did on vacation

CURRICULUM MAP (rev. 12/12)

Subject: Spanish 3/3A

Grade Level: 10/11

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>LISTENING:</p> <ul style="list-style-type: none"> • Audio CD recordings • Songs • DVDs <p>SPEAKING:</p> <ul style="list-style-type: none"> • Describing oneself and others • Introducing people • Interviewing classmates • Defining one’s identity and nationality • Practicing situations <p>WRITING:</p> <ul style="list-style-type: none"> • Letters, notes, essays, & short stories (Honors Class will write 150 words minimum) • Preparing for the written part of the Checkpoint B Exam • Preparing greeting cards <p>READING:</p> <ul style="list-style-type: none"> • Reading a variety of dialogues • Reading comprehension exercises • Short stories, magazine articles which include the vocabulary used in speaking & also add some more sophisticated language where students can derive the meaning from the rest of the paragraph 	<p>LISTENING:</p> <ul style="list-style-type: none"> • Audio CD recordings • Songs • DVDs <p>SPEAKING:</p> <ul style="list-style-type: none"> • Inviting people to cultural activities • Accepting an invitation • Politely turning down an invitation • Suggesting alternate things to do • Buying tickets to cultural & sporting events • Arranging where & when to meet people • Talking about cultural & sports activities • Describing what happened or did not happen • When? Where? Under what? • Describing medical, dental, & hospital care • Making a doctor’s appointment • Explaining one’s symptoms to a doctor or dentist • Giving one’s medical history • Understanding the doctor’s prescription & advice 	<p>LISTENING:</p> <ul style="list-style-type: none"> • Recordings Songs • DVDs • Dialogues Conversations <p>SPEAKING:</p> <ul style="list-style-type: none"> • Describing what someone is wearing • Expressing opinions about clothes • Shopping for clothes Explaining one’s needs: <ul style="list-style-type: none"> ○ style, size, etc • Shopping for food: <ul style="list-style-type: none"> ○ Asking for specific quantities of food items ○ Paying for one’s purchase • Ordering food in a restaurant: <ul style="list-style-type: none"> ○ Asking for suggestions from the menu ○ Indicating one’s preference ○ Paying for the meal • Asking for travel arrangements • Making travel arrangements • Understanding train & plane announcements • Reserving a hotel room • Requesting hotel services • Paying a hotel bill 	<p>LISTENING:</p> <ul style="list-style-type: none"> • Recordings • Songs • DVDs <p>SPEAKING:</p> <ul style="list-style-type: none"> • Renting an apartment • Describing the type of housing one is looking for • Asking & answering questions about where one lives • Asking someone to do things in the home • Describing what is broken & is not functioning • Asking people to make appropriate repairs • Having a car serviced or repaired • Purchasing audiovisual & photographic equipment • Interviewing for a job • Describing one’s skills & work experience • Defining one’s work preference <p>WRITING:</p> <ul style="list-style-type: none"> • Letters, notes, & picture descriptions telling a story • Preparing for the written part of the Checkpoint B exam

CURRICULUM MAP

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>GRAMMAR:</p> <ul style="list-style-type: none"> • Nouns (gender, plural) • Articles (definite & indefinite) • Adjectives (gender, plural) • SER vs. ESTAR (forms & uses) • Present tense (reg. & irreg. verbs, reflexive verbs, stem changing verbs) • Idiomatic expressions with TENER & DAR • Impersonal SE • Present progressive. • Honors Class – emphasis on accent mark and spelling • Ir a + infinitive • Acabar de + infinitive <p>CULTURE:</p> <ul style="list-style-type: none"> • The Spanish Plaza • Madrid • Awareness of Hispanic school system • Double Spanish surnames • Country vs. city life • Brief information about Buenos Aires and Montevideo, circa 1920 • Hispanic Heritage Month • El día de los muertos • Movie: Selena 	<p>WRITING:</p> <ul style="list-style-type: none"> • Descriptions, letters, notes, & stories • Preparing for the written part of the Checkpoint B exam <p>READING:</p> <ul style="list-style-type: none"> • Short narratives, dialogues, & stories involving the themes & vocabulary of home, appliance, giving directions <p>GRAMMAR:</p> <ul style="list-style-type: none"> • Introduction to the present subjunctive (all forms) • Honors Class (Subjunctive in depth) • Main clause & subordinate clause • Objective vs. subjective • Flexibility of word order • Commands (affirmative & negative) • POR/PARA prepositions • Adverbs for location <p>CULTURE:</p> <ul style="list-style-type: none"> • Earthquakes in Guatemala • Mayan culture • Male/female roles in Hispanic society • Hispanic cities • Enrich/history of Uruguay & Argentina 	<p>WRITING:</p> <ul style="list-style-type: none"> • Letters & notes preparing for the written part of the Checkpoint B exam <p>READING:</p> <ul style="list-style-type: none"> • Articles, dialogues, & stories about vacations, fashion, purchasing, eating, & travel <p>GRAMMAR:</p> <ul style="list-style-type: none"> • Preterit tense • Affirmative expressions • Use of double, triple etc. negatives • The imperfect • Imperfect vs. preterit • PERO vs SINO • Problematic conjunctions <ul style="list-style-type: none"> ○ Honors Class - present tense use with desde & desde hace <p>CULTURE:</p> <ul style="list-style-type: none"> • Hispanic music & dances • The marketplace • Authentic Hispanic recipes • Honors Class – Famous Hispanic painters. 	<p>READING:</p> <ul style="list-style-type: none"> • Short reading selections & dialogues on a variety of topics • Preparing for the reading part of the Checkpoint B exam <p>GRAMMAR:</p> <ul style="list-style-type: none"> • Present perfect tense • Subject pronouns • Indirect & direct pronouns • Double object pronouns • GUSTAR - present tense • Honors Class - present perfect (subjunctive) <p>CULTURE:</p> <ul style="list-style-type: none"> • Toledo • The Aztec empire • Reading “Una Carta a Dios” • Religion in Latin America • Peasant life. Paradoxes • Mountain climbing

CURRICULUM MAP (rev. 12/12)

Subject: Spanish 4

Grade Level: 11th

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>READING:</p> <ul style="list-style-type: none"> • Biographies of Spanish artists • Short stories selected from the textbook “Abriendo Paso” • Letters, texts from <u>Fronteras</u> <p>WRITING: 200 word compositions:</p> <ul style="list-style-type: none"> • Myself • My future • My activities • People in My Life • Project about an artist • Answering questions based on readings <p>GRAMMAR:</p> <ul style="list-style-type: none"> • Present (regular & irregular verbs) • Agreement of nouns & adjectives • Possessives Demonstratives <p>CULTURE:</p> <ul style="list-style-type: none"> • Spanish art project – Famous Hispanic Painters • Video about Spain • Videos about Spanish artists • The Day of the Dead • Hispanic Heritage 	<p>READING:</p> <ul style="list-style-type: none"> • Short stories selected from the textbook • Texts from “<u>Fronteras</u>” <p>WRITING: 200 word compositions:</p> <ul style="list-style-type: none"> • The best day of my life • The most embarrassing moment • The funniest moment • Questions based on readings <p>GRAMMAR:</p> <ul style="list-style-type: none"> • Subjunctive • Ser vs. Estar • Commands • Preterit • Imperfect • Preterit vs. Imperfect <p>CULTURE:</p> <ul style="list-style-type: none"> • Video “Buena Vista Social Club” – Music of Cuba • Movie: “Pan’s Labyrinth” <p>LISTENING:</p> <ul style="list-style-type: none"> • CDs from the series “Abriendo Paso” • Videos from Bablingua.com 	<p>READING:</p> <ul style="list-style-type: none"> • Short stories selected from the textbook • Texts from “<u>Fronteras</u>” <p>WRITING: 200 word compositions:</p> <ul style="list-style-type: none"> • Fairy tale • The most proud moment • Questions based on readings <p>GRAMMAR:</p> <ul style="list-style-type: none"> • Present perfect subjunctive • POR vs. PARA • Present perfect indicative • Pluperfect <p>CULTURE:</p> <ul style="list-style-type: none"> • Pre-Columbian cultures- projects • Movie: “Maria Full of Grace” <p>LISTENING:</p> <ul style="list-style-type: none"> • CDs from the series “Abriendo Paso” • Videos from Bablingua.com • Videos - News Reports “El Norte” 	<p>READING:</p> <ul style="list-style-type: none"> • Short stories selected from the textbook • Texts from “<u>Fronteras</u>” <p>WRITING: 200 word compositions:</p> <ul style="list-style-type: none"> • My best vacation • Applying for scholarship • Questions based on readings <p>GRAMMAR:</p> <ul style="list-style-type: none"> • Future Conditional • Saber vs. Conocer <p>CULTURE:</p> <ul style="list-style-type: none"> • Traveling to Perú, Columbia, Spain • Cultural videos from Bablingua.com <p>LISTENING:</p> <ul style="list-style-type: none"> • CDs from the series “Abriendo Paso” • Videos from Bablingua.com • Videos – news reports

CURRICULUM MAP

Subject: Spanish 4 (con't)

Grade Level: 11th

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>LISTENING:</p> <ul style="list-style-type: none"> • CDs from the series “Abriendo Paso” • Tapes from the series “Fronteras” <p>SPEAKING:</p> <ul style="list-style-type: none"> • Describing pictures Answering teacher directed questions • Creating conversations in pairs (small debates, job interviews) • 2 minute monologues on a specific topic 	<p>LISTENING: (con't)</p> <ul style="list-style-type: none"> • Videos “Buena Vista Social Club” – songs & interviews • news reports <p>SPEAKING:</p> <ul style="list-style-type: none"> • Describing pictures • Questions • Conversations • Presentations: teaching the class how to make something • Show and Tell • 2 minute monologues 	<p>SPEAKING:</p> <ul style="list-style-type: none"> • Describing pictures • Projects: presentations about pre Columbian cultures • Answering questions • Group conversations • CDs from “Abriendo Paso” with a directed dialogue 	<p>SPEAKING:</p> <ul style="list-style-type: none"> • Describing pictures • Answering questions • Group conversations • Presentations

RRICULUM MAP (revised 12/12)

Subject: Spanish 4 Advanced/ SUNY 103

Grade Level: 11th

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>LISTENING:</p> <ul style="list-style-type: none"> textbook audio CDs movies songs Videos from Bablingua.com <p>SPEAKING:</p> <ul style="list-style-type: none"> students record on audiotapes telling stories of pictures talk about various cultural topics “Escudo de Armas” presentation discuss the readings student generated conversations <p>READING:</p> <ul style="list-style-type: none"> “<i>Un Día de Estos</i>” by García Márquez “<i>Sala de Espera</i>” by Anderson Imbert excerpt of “<i>Me llamo Rigoberta Menchú y así me nació la conciencia</i>” by Burgos short articles from magazines El Sol magazine from Scholastic, Inc. <p>WRITING:</p> <ul style="list-style-type: none"> summer composition “Escudo de Armas” project <p>GRAMMAR:</p> <ul style="list-style-type: none"> preterit imperfect preterit vs. imperfect perfect tenses 	<p>LISTENING:</p> <ul style="list-style-type: none"> textbook audio CDs movies songs Videos from Bablingua.com <p>SPEAKING:</p> <ul style="list-style-type: none"> students record stories talk about various cultural topics Show and Tell student generated conversations discuss the readings food presentation <p>READING:</p> <ul style="list-style-type: none"> “<i>Jacinto Contreras recibe su paga extraordinaria</i>” by Cela “<i>El Décimo</i>” by Pardo Bazán <p>WRITING:</p> <p>200 word essays</p> <p>GRAMMAR:</p> <ul style="list-style-type: none"> Commands verbs like gustar nouns and adjectives possessive adjectives demonstrative adjectives 	<p>LISTENING:</p> <ul style="list-style-type: none"> textbook audio CDs songs DVDs Videos from Bablingua.com <p>SPEAKING:</p> <ul style="list-style-type: none"> students record stories talk about various cultural topics Power Point presentation on Argentina and the Dirty War student generated conversations discuss the readings Place of Interest presentation <p>READING:</p> <ul style="list-style-type: none"> selected poems “<i>Jaque Mate en Dos Jugadas</i>” by Eisen Magazines newspapers <p>WRITING:</p> <ul style="list-style-type: none"> Place of Interest Project 200 word essays Norman Rockwell painting story <p>GRAMMAR:</p> <ul style="list-style-type: none"> present subjunctive object pronouns 	<p>LISTENING:</p> <ul style="list-style-type: none"> textbook audio CDs songs DVDs Videos from Bablingua.com <p>SPEAKING:</p> <ul style="list-style-type: none"> students record stories talk about various cultural topics Power Point presentation on Hispanic holidays discuss the readings student generated conversations <p>READING:</p> <ul style="list-style-type: none"> “<i>Casa Tomada</i>” by Cortázar “<i>Al Colegio (Estampa)</i>” by Laforet <p>WRITING:</p> <ul style="list-style-type: none"> 200 word essays Hispanic holiday project <p>GRAMMAR:</p> <ul style="list-style-type: none"> future conditional review of problematic grammar as needed

CURRICULUM MAP (rev. 12/12)

Grade Level 12th

Subject: Spanish 5 Advanced/ SUNY 104

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p>LISTENING:</p> <ul style="list-style-type: none"> • Audio CDs of dialogues of native speakers in everyday situations followed by a variety of questions • Songs • Movie: “Volver” <p>SPEAKING:</p> <ul style="list-style-type: none"> • Narrating stories based on pictures • Dialogues Singing • Free speaking <p>READING AND CULTURE:</p> <ul style="list-style-type: none"> • G. López y Fuentes, “Una carta a Dios.” • E. Anderson Imbert, “Sala de espera.” • Ruben Darío, “El nacimiento de la col” • Reading comprehension exercises from “Fronteras” • Video “Burried Mirrors”, Part 1, History of Spain and Latin America written and narrated by Carlos Fuentes <p>WRITING:</p> <ul style="list-style-type: none"> • 200 word essays • original stories based on given vocabulary, “Power Point” presentations • reaction papers to the movie 	<p>LISTENING:</p> <ul style="list-style-type: none"> • Audio CDs of narration Speeches • Songs • Movie: “Entre Nos” <p>SPEAKING:</p> <ul style="list-style-type: none"> • Narrating stories based on pictures • Conversations • Group work in creating stories <p>READING AND CULTURE:</p> <ul style="list-style-type: none"> • J. L. Borges, “Leyenda.” • J. de Viana, “El tiempo borra.” • G. G. Márquez, “Un día de estos.” • Magazine articles • The arts in Hispanic world Video “Burried Mirrors”, Part 2 <p>WRITING:</p> <ul style="list-style-type: none"> • La historia del arte español, “Power Point” presentation • 200 word essays • Reaction paper to the movie <p>VOCABULARY:</p> <ul style="list-style-type: none"> • La salud • El medio ambiente • Las actividades • Vocabulary from the readings & from “Abriendo Paso” • Vocabulary from the readings & from “Abriendo Paso” • Vocabulary from short stories • Vocabulary from the movie 	<p>LISTENING:</p> <ul style="list-style-type: none"> • Audio CDs Dialogues • Novel & questions Songs • Movies: “El Norte”, “Quinceañera” <p>SPEAKING:</p> <ul style="list-style-type: none"> • Narrating stories based on pictures • Free speaking • Discussions of the news taken from the newspapers from Spain & Latin America • Singing <p>READING AND CULTURE:</p> <ul style="list-style-type: none"> • Angel Balzarino «Rosa » • Francisco Jimenez «Cajas de cartón » • Magazine articles <p>WRITING:</p> <ul style="list-style-type: none"> • Reaction papers to the movies • 200 word essay • Original stories written in groups • Reaction papers to the novel <p>VOCABULARY:</p> <ul style="list-style-type: none"> • Los viajes • Los pasatiempos • Short stories • Vocabulary from the movies 	<p>LISTENING:</p> <ul style="list-style-type: none"> • Audio CDs Dialogues, • Novel & questions Songs • Movie: “La historia oficial” <p>SPEAKING:</p> <ul style="list-style-type: none"> • Debates Conversations Singing • Novel discussions Narrating of AP stories <p>READING AND CULTURE:</p> <ul style="list-style-type: none"> • Ana Maria Matute « Arbol de oro » • Isabel Allende « Cartas de amor traicionado » • magazine articles <p>WRITING:</p> <ul style="list-style-type: none"> • AP essays on a variety of topics • Reaction papers to the movie • Reaction papers to the novel <p>VOCABULARY:</p> <ul style="list-style-type: none"> • Los deportes La escuela • Vocabulary from the novel • Vocabulary from the movies • Vocabulary from a variety of Reading materials fro the AP textbook

VOCABULARY:

- El hogar
- La comida
- La ropa Los quehaceres
- Vocabulary from the readings and from the AP books
- Vocabulary from short stories
- Vocabulary from the movie

GRAMMAR:

- Review present
- Present Progressive
- “Ser” vs. “estar”
- Past participles Passive voice
- Commands

GRAMMAR:

- Present perfect tense
- Preterite
- Imperfect
- Pluperfect
- Passive voice

GRAMMAR:

- Futuro
- Future perfecto
- Condicional
- Condicional perfecto
- Present subjunctive
- Present perfect subjunctive
- Imperfect subjunctive
- If clauses

GRAMMAR:

- Pluperfect subjunctive
- If clauses
- Gender and number of nouns
- Articles
- Plural