



Spanish 5 SPAN
Year at a Glance (YAG)
2024-2025



First Semester		Second Semester	
1st Nine Weeks – 45 days (August 12 th – October 16 th) <i>(September 2nd – Labor day – No School)</i> <i>(October 11th – Teacher Workday)</i> <i>(October 14th – School Holiday)</i>		3rd Nine Weeks – 41 days (January 7 th – March 7 th) <i>(January 6th – Teacher Workday)</i> <i>(January 15th – Early Release)</i> <i>(January 20th – MLK – No School)</i> <i>(February 17th – Staff Development)</i> <i>(March 10th – 14th – Spring Break)</i>	
TEKS Intermediate mid to high Interpersonal speaking and writing 1a,b,c,d,e,f,g Interpretive reading and listening 2a,b,c,d Presentational speaking and writing 3a,b,c,	Literature of the Middle Ages <i>Societies in Contact: Christians and Moors in Al-Andaluz</i> Short Story - Don Juan Manuel, <i>Conde Lucanor, Exemplo XXXV (El mancebo que se casó con una mujer muy fuerte y muy brava)</i> Poem - <i>Romance de la pérdida de Alhama</i> , anónimo <i>AP Theme focus¹: Societies in Contact</i> Golden Age (Renaissance and Baroque) <i>Poetry and Art</i> Poems - Garcilaso de la Vega: <i>Soneto XXIII (“En tanto que de rosa y de azucena”)</i> Luis de Góngora y Argote: <i>Soneto CLXVI (Mientras por competir con tu cabello”)</i> Francisco de Quevedo y Villegas: <i>Salmo XVII (“Miré los muros de la patria mía</i> Sor Juana Inés de la Cruz: <i>“Hombres necios que acusáis”</i> AP Theme focus: <i>Time and Space</i> <i>The Construction of Gender</i> <i>Transatlantic histories: First contacts</i> Historical Chronicle - <i>Cartas de Relación</i> , Hernán Cortés (Selecciones de la Segunda Carta) Historical Chronicle - <i>Visión de los vencidos</i> (dos secciones: “Los presagios, según los informantes de Sahagún” y “Se ha perdido el pueblo mexicana”	TEKS Intermediate mid to high Interpersonal speaking and writing 1a,b,c,d,e,f,g Interpretive reading and listening 2a,b,c,d Presentational speaking and writing 3a,b,c,	<i>Transatlantic Histories - A New Chapter</i> Essay - <i>Nuestra América</i> , José Martí Poem - <i>A Roosevelt</i> , Rubén Darío AP Theme focus: Societies in Contact (Imperialism) Siglos XX y XXI <i>The Novel (Generación de 98)</i> <i>San Manuel Bueno, mártir</i> , Miguel de Unamuno AP Theme focus: The Duality of Being; Interpersonal Relations; Literary Creation <i>Poetry -The Word and the Message</i> Poem - <i>He andado muchos caminos</i> , Antonio Machado Poem - <i>Balada de los dos abuelos</i> , Nicolás Guillén Poem - <i>Walking Around</i> , Pablo Neruda Poema- <i>Prendimiento de Antoñito el Camborio</i> , Federico García Lorca AP Theme focus: Time and Space; Interpersonal Relations Drama - <i>La casa de Bernarda Alba</i> , Federico García Lorca AP Theme focus: La construcción del género <i>Short narrative: From realism to the fantastic</i> Story - <i>No oyes ladrar los perros</i> , Juan Rulfo Story- <i>El sur</i> , y <i>Borges y yo</i> , de Jorge Luis Borges Story - <i>La noche boca arriba</i> , Julio Cortázar AP Theme focus: The duality of Being; Interpersonal Relations

¹ In the class, we take a multi-themed approach, incorporating many themes for each work. However, the major theme focus receives most emphasis.



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	<p>AP Theme focus: <i>Interpersonal Relations (Power relations)</i> <i>Societies in Contact (Imperialism)</i> Siglo de Oro (Renacimiento y Barroco, cont) <i>Origins of the Modern Novel</i> Novel - <i>Lazarillo de Tormes</i>, anónimo (Prólogo; Tratados 1, 2, 3, 7) AP Theme focus: <i>Interpersonal Relations</i></p>		
<p style="text-align: center;">2nd Nine Weeks – 42 days (October 17th – December 20th) (November 25nd – 29th – Thanksgiving Break) (December 23rd – January 3rd – Holiday Break)</p>		<p style="text-align: center;">4th Nine Weeks – 46 days (March 17th - Teacher Workday) (April 18th – Good Friday – No School) (May 2nd – Battle of Flowers – No School) (April 28th – Good Friday – No School) (May 22nd – Last Day of School - Early release)</p>	
<p>TEKS Intermediate mid to high Interpersonal speaking and writing 1a,b,c,d,e,f,g Interpretive reading and listening 2a,b,c,d Presentational speaking and writing 3a,b,c,</p>	<p>Novel - <i>Don Quijote</i>, Miguel de Cervantes (Primera parte, capítulos 1-5, 8 y 9; Segunda parte, capítulo 74) AP Theme focus: <i>The Duality of Being; Literary Creation</i> <i>El arte nuevo de hacer teatro</i> Drama - <i>El burlador de Sevilla y convidado de piedra</i>, Tirso de Molina AP Theme focus: <i>Interpersonal Relations; The Construction of Gender</i> Siglo XVIII (Brief historical overview; relate to US History Studies) Siglo XIX <i>Romanticismo and the Romantic Poem</i> - <i>En una tempestad</i>, José María Heredia Poem - <i>Rima LIII “Volverán las oscuras golondrinas”</i>, Gustavo Adolfo Bécquer AP Theme focus: <i>Time and space</i> <i>El Realismo y el Naturalismo</i> Short Story - <i>Las medias rojas</i>, Emilia Pardo Bazán Short Story - <i>El hijo</i>, Horacio Quiroga AP Theme focus: <i>The Construction of Gender; Time and Space; Interpersonal Relations</i></p>	<p>TEKS Intermediate mid to high Interpersonal speaking and writing 1a,b,c,d,e,f,g Interpretive reading and listening 2a,b,c,d Presentational speaking and writing 3a,b,c,</p>	<p>Short narrative, cont'd. Story - <i>El ahogado más hermoso del mundo</i>, <i>La siesta del martes</i> de Gabriel García Márquez Story - <i>Chac Mool</i>, Carlos Fuentes Story - <i>Dos palabras</i>, Isabel Allende AP Theme focus: <i>Interpersonal Relationships</i> <i>Focus on the Everyday - Compromiso con lo cotidiano</i> Drama: <i>Historia del hombre que se convirtió en perro</i>, Osvaldo Dragún Vignette - <i>Como la vida misma</i>, Rosa Montero AP Theme focus: <i>The Duality of Being; Interpersonal Relationships; Time and Space</i> <i>Feminist Literature</i> Poema - <i>Peso ancestral</i>, Alfonsina Storni Poema - <i>A Julia de Burgos</i>, Julia de Burgos Poema - <i>Mujer negra</i>, Nancy Morejón <i>The Hispanic Presence in the USA.</i> Story - <i>Mi caballo mago</i> Sabine Ulibarrí Novel (segmento) - <i>...y no se lo tragó la tierra</i> Y <i>La noche buena</i>, de Tomás Rivera AP Theme focus: <i>Interpersonal Relationships</i></p>



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Resources

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
*Wayside online textbook *Wayside online activities *Ficha de la obra (literary organizer) *Edpuzzle exercises	*Wayside online textbook *Wayside online activities *Ficha de la obra (literary organizer) *Edpuzzle exercises	*Wayside online textbook *Wayside online activities *Ficha de la obra (literary organizer) *Interactive notebook for Don Juan Tenorio *Edpuzzle exercises	*Wayside online textbook *Wayside online activities *Ficha de la obra (literary organizer) *Edpuzzle exercises

**** College Board Reading List- [AP reading list](#)**

Wayside Learning Site Access - Each student is provided with access to the learning site.

Google Classroom - Through Google Classroom, students access additional resources including

- QUIZLET flashcards reviewing literary terms, authors and works, historical figures and events,
- Links to websites with audio visual and written information on history, artworks, authors, etc.

Technology - One on one Chromebooks are available several days a week in the classroom; we attend a language lab session every 9 class days. A teacher computer with the ability to project is available daily for group viewing of websites.