SPANISH V AP

PURPOSE

For those wishing to continue, a fifth level exists which includes intensive listening, speaking, reading and writing practice, as well as a review of advanced structure. Students study Spanish and Latin American history in conjunction with selections from Spanish and Latin American literature. Students may also elect to do an intensive investigation of an author, period, theme, or literary movement or the study of a specific Spanish-speaking country. Students electing this course are eligible to enroll in the Middle College Program for college credit.

This course is designed to meet the needs of students (12) who began studying Spanish II’s Freshmen and for native speakers, who wish to continue studying the Spanish language, culture, history, and literature.
STUDENT OUTCOMES

Student outcomes are based on the New Jersey Core Curriculum Content Standards in World Languages (grades 9-12 Standards 7.1 and 7.2).

Students will be able to:

1. communicate and interact in a limited range of task-oriented and social situations.

2. respond to statements and initiate and sustain conversations with increasing linguistic accuracy.

3. understand sustained conversation on a number of topics.

4. comprehend fluent speakers in everyday situations.

5. communicate orally with increasing logic and accuracy.

6. research language-related employment.

7. identify common and distinct features, such as grammatical structures, among languages.

8. recognize and understand verbal and nonverbal cues within a culture.

9. explore and discuss similarities and differences among various cultures.

10. explore and discuss representative works of diverse cultures in many fields of endeavor.

11. analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works and communications, as well as in their political, economic, and religious structures.

12. use technology to enhance language acquisition and to acquire cultural information in order to develop more accurate impressions of the culture studied.
COURSE OUTLINE - SPANISH V AP

I. Joya uno

OBJECTIVES: The students will:
1. learn how the fable originated
2. read several fables and learn about the lives of their author
3. review articles and adjectives

A. La fábula: Fluoriat de fantasía
   1. Topic: the origin of fables

B. La lechera
   by Félix María Samaniego
   1. Topic: the contentment of the milkmaid

C. La gallina de los huevos de oro
   by Félix María Samaniego
   1. Topic: vaulting ambition

D. Los dos conejos
   by Tomás de Iriarte
   1. Topic: discusses what is important

E. Los ricos improvisados
   by José Rosas Moreno
   1. Topic: vanity and prejudice

F. La polilla desobediente
   by Ana Iris Chávez de Ferreiro
   1. Topic: listen to the voice of experience

G. Estructura
   1. articles
      a. definite - singular and plural
      b. indefinite - singular and plural
   2. adjectives
      a. formation
      b. the importance of position regarding meaning
      c. shortening of adjectives
      d. comparison of adjectives
         (1) regular
         (2) irregular
H. Chapter Resources
   1. Writing Activities Workbook

I. Evaluation
   1. Quizzes
   2. Tests
   3. Homework and Optional Projects

II. Joya dos

OBJECTIVES: The students will:

1. learn how the short story developed in Spain
2. read several short stories and learn about their authors
3. review irregular verbs

A. El cuento en España : Cetrinas de fascinación
   1. Topic: the development of the Spanish short story

B. De lo que aconteció a un mancebo que se casó con una mujer muy fuerte y muy brava
   by Juan Manuel
   1. Topic: taming of a shrew

C. El afrancesado
   by Pedro Antonio de Alarcón
   1. Topic: French influence in Spain due to Napoleonic domination which lasted from 1808-1814.

D. Las medias rojas
   by Emilia Pardo Bazán
   1. Topic: Galicia as the setting and Galician vocabulary to add authenticity, this story relates the tragedy of a poor farm girl.

E. Navidad para Carnavalito
   by Ana María Matute
   1. Topic: Christmas for Carnavalito

F. El salvamento
   by Ana María Matute
   1. Topic: This story takes place at the beach. The practical jokes of some teenagers turn into disaster.
G. Conversación: Teodoro Tesoro entrevista a un nadador experto empleado en la playa.
Topic: This conversation is an interview of a lifeguard at the beach.

H. Structure
1. Review Irregular Verbs
   a. Present Tense
   b. Preterite Tense
   c. Future Tense

2. Review stem changing verbs
   a. Indicative Mood
      (1) Present Tense
      (2) Preterite Tense
   b. Subjunctive Mood
      (1) Present Tense
      (2) Imperfect Tense

3. Review orthographic spelling changing verbs
   a. Indicative Mood
      (1) Present Tense
      (2) Preterite Tense
   b. Imperative Mood
   c. Subjunctive Mood
      (1) Present Tense

I. Chapter Resources
1. Writing Activities Workbook

J. Evaluation
1. Quizzes
2. Tests
3. Homework and Optional Projects
III. Joya tres

OBJECTIVES: The students will:
1. learn about the development of the short story in Latin America
2. read several short stories and learn about their authors
3. review ser and estar

A. *El cuento en hispanoamérica: Cetrinas de fascinación*
   1. the development of the short story in Latin America

B. *La muerte de la emperatriz de la China* by Rubén Darío
   1. Topic: The story of a newlywed couple whose life changes when they receive a wedding gift from China.

C. *El hijo* by Horacio Quiroga
   1. Topic: A father gives his young son a hunting rifle. One morning the boy goes out to the mountins with his rifle. The father hears a shot. When the boy hasn't returned by midafternoon, the father goes to look for him.

D. *El remate* by Beatriz Guido
   1. Topic: Holding an auction to try to free himself from the past does work for José María.

E. *El brujo postergado* by Jorge Luis Borges
   1. Topic: A dean of the church wants to learn about magic.

F. *Los dos reyes y los dos laberintos* by Jorge Luis Borges
   1. Topic: An Arabian king visits the king of Babylon. The Arabian king gets lost in his host's laberinth and vows to take his revenge.

G. *El cuento: “cassette”* by Enrique Anderson Imbert
   1. Topic: This story takes place in the year 2132 when everything is programmed including recreation.

H. *La luz es como el agua* by Gabriel García Márquez
   1. Topic: children and family obligations

I. *De barro estamos hechos* by Isabel Allende
   1. Topic: the devastating effects of a volcano

J. Conversación: Teodoro Tesoro entrevista a un coleccionista de porcelanos
   1. Topic: This conversation is an interview of a porcelain collector.
K. Structure
   1. Review the verbs *ser* and *estar*.

L. Chapter Resources
   1. Writing Activities Workbook

M. Evaluation
   1. Quizzes
   2. Tests
   3. Homework and Optional Projects

IV. *Joya cuatro*

OBJECTIVES: The students will:
1. learn about the letter as a literary form and in literature
2. read several letters and learn about their authors
3. review the preterite and imperfect tenses

A. *La carta: Corinalinas de comunicación*
   1. the letter as a literary form and in literature

B. *Un encuentro con Moctezuma* by Hernán Cortés
   1. Topic: Hernán Cortés describes in detail Mexican palaces, temples, markets, water systems and his meeting with Moctezuma.

C. *Cartas desde mi celda* by Gustavo Adolfo Bécquer
   1. Topic: While recuperating at a monastery, Bécquer wrote nine letters. This one describes how he imagines it is to be dead.

D. *Carta a un caballero que tomaba gran interés* by Simón Bolívar
   1. Topic: This letter, written September 16, 1815 from Jamaica, is a petition by Bolívar for men and weapons to support his revolutionary cause, and a prediction of the future of South America.

E. *Pepita Jiménez* by Juan Valera
   1. Topic: A young seminarian, don Luis, writes to his uncle confessing his feelings for Pepita, and tells of their first kiss.

F. *La tesis de Nancy* by Ramón J. Sender
   1. Topic: Nancy, a North American student in Seville, writes to her friend in the United States telling her of her impressions of Spain and about some of her experiences abroad.
G. ¡Quién supiera escribir! by Ramón de Campoamor  
   1. Topic: Although this selection is not a letter, it is a poem about a letter. Not knowing how to write, a young girl asks her priest to write a letter to a young man expressing her love for him.

H. Conversación: Teodoro Tesaro entrevista a un misionero de los cuerpos de la paz  
   1. Topic: This conversation is an interview of a missionary in the Peace Corps.

I. Structure  
   1. Review the preterite and imperfect tenses.

J. Chapter Resources  
   1. Writing Activities Workbook

K. Evaluation  
   1. Quizzes  
   2. Tests  
   3. Homework and Optional Projects

V. Joya cinco

OBJECTIVES: The students will:
   1. learn about the novel as a literary form  
   2. read several excerpts  
   3. review verb tenses

A. La novela: Nefritas de la vida  
   1. Topic: the development of the novel

B. La vida de Lazarillo de Tormes by Anónimo  
   1. Topic: The excerpt of this first important picaresque novel deals with Lazarillo’s adventures with a blind master.
C. **Don Quijote de la Mancha** by Miguel de Cervantes Saavedra
   1. Topic: Seeing a cloud of dust in the distance, Don Quijote believes that he sees two battling armies, which in reality are two flocks of sheep.

D. **La gaviota** by Fernán Caballera
   1. Topic: The novel deals with the career of a selfish child of nature with a golden voice, whose life is ruined by success in the big city.

E. **Doña Bárbara** by Rómulo Gallegos
   1. Topic: Doña Bárbara presents the essential struggle between civilization and barbarism on the Venezuelan plains. Pitted against each other are the cultured and ethical Santos Luzardo and the ruthless, greedy, corrupt Doña Bárbara, who symbolizes the caciques’ tyrannical rule in the days of the Gómez dictatorship in Venezuela.

F. **Doña Perfecta** by Benito Pérez Galdos
   1. Topic: Doña Perfecta presents the conflict between old and new. Doña Perfecta wants Pepe, a well-educated young man, to marry her daughter, but all does not happen as she had hoped.

G. **La tía Angustias (Nada)** by Carmen LaForet
   1. Topic: Andrea, the 18 year old protagonist, is a university student who went to live with her grandmother and her family in Barcelona. Andrea had to adapt to living with relatives who tried to control her. She had to endure hostile discipline from a family who didn’t understand her youth, restlessness and needs. In this negative attitude, Andrea tries to discover herself and develop her own values. Andrea’s Aunt Angustias tries to impose her own values on her niece without understanding her age nor her psychological state.

H. **San Manuel Bueno, Mártir** by Miguel de Unamuno
   1. Topic: In part autobiographical, don Manuel is a priest who fights against his own doubts in his faith and in his ability to inspire his parishioners. He reveals his agony to the people, who after his death, propose to make don Manuel a saint.

I. **Cien años de soledad** by Gabriel García Márquez
   1. Topic: The history of the Arcadia family, who lives in the isolated town of Macondo. It is a study of their solitude, lack of understanding, and the influences that arrive that change their lives.
J. **Conversación: Teodoro Tesoro entrevista a un ganadero.**
   1. **Topic:** This conversation is an interview of an Argentinian rancher who raises cattle.

K. **Structure**
   1. The expressions *hace...que* and *hacía...que*
   2. the present progressive tense
   3. the present perfect tense
   4. the past perfect tense
   5. the future perfect tense
   6. the conditional perfect tense

L. **Chapter Resources**
   1. Writing Activities Workbook

M. **Evaluation**
   1. Quizzes
   2. Test
   3. Homework and Optional Projects

VI. **Joya seis**

**OBJECTIVE:** The students will:
   1. learn about the development and different forms of Spanish and Latin-American poetry
   2. read several selections of Spanish and Latin American poetry and learn about their authors
   3. review *por* and *para*

A. **La poesía: Perlas de emoción**
   1. Topic: the different forms of poetry

B. **El cantar de mio Cid** Anónimo
   1. Topic: This brief excerpt from the epic poem written in archaic form treats the sentiments of a husband/father who is banished from the kingdom and is later tearfully reunited with his family. Here one does not see the acclaimed warrior but a man grateful for his good fortune.
C. *El libro de buen amor* by Juan Ruiz, Arcipreste de Hita
   1. Topic: The poems of Juan Ruiz are kindly satirical that teach a moral. This poem is about the properties of money.

D. *Coplas a la muerte de su padre* by Jorge Manrique
   1. Topic: The elegy written at the death of his father presents interesting ideas about life and death.

E. *Soneta a Cristo crucificado* by Anónimo
   1. Topic: This sonnet about the crucified Christ is attributed to Saint John of the Cross.

F. *Las rimas* by Gustavo Adolfo Bécquer
   1. Topic: The poems presented are short, unadorned, simple love poems.

G. *Canción del pirata* by José de Espronceda
   1. Topic: In this poem Espronceda reveals his passion to convert to reality his dreams of being a pirate who is his own law and who laughs at dangers.

H. *Martín Fierro* by Rubén Darío
   1. Topic: This Argentine epic poem excerpts the gaucho, Martín Fierro, who is persecuted by the Argentine authorities.

I. *Versos Sencillos* by José Martí
   1. Topic: As a Cuban martyr for the cause of liberty, Martí expresses his love for his country.

J. *Caupolicán* by Rubén Darío
   1. Topic: This poem is a tribute to the Indian, Caupolicán who defended his Araucana tribe.

K. *Lo fatal* by Rubén Darío
   1. Topic: The poem provoked by Darío’s ill health expresses his pessimism.
L. **Ofertorio** by Amado Nervo  
   1. **Topic:** Nervo offers to God the pain he suffers due to a lost love.

M. **Los heraldos negros** by César Vallejo  
   1. **Topic:** In this poem Vallejo despairs over his mother’s death.

N. **Vino, primero, pura** by Juan Ramón Jiménez  
   1. **Topic:** In this poem Jiménez remembers his first childhood love.

O. **La higuera** by Juana de Ibarbourou  
   1. **Topic:** The poet describes the beauty that she sees in the fig tree.

P. **El niño solo** by Gabriela Mistral  
   1. **Topic:** The poet expresses maternal love for her son and the sadness she feels when she has to leave him to go to work.

Q. **Sensemayá, Canto para matar una culebra** by Nicolás Guillén  
   1. **Topic:** This Afro-cuban poet describes the hunting of a snake in the jungle.

R. **Dos niños** by Nicolás Guillén  
   1. **Topic:** In this poem Guillén incites the need for demanding equality with all classes and races.

S. **Oración por Marilyn Monroe** by Ernesto Cardenal  
   1. **Topic:** Cardenal in the poem gives a synopsis of Marilyn Monroe’s life.

T. **Tu risa** by Pablo Neruda  
   1. **Topic:** A smile is an expression of love for Neruda. He would be stripped of everything but never take away your smile.

U. **Conversación:** Teodoro Tesoro entrevista a un gitano.  
   1. **Topic:** In this conversation they discuss Flamenco dance and music.

V. **Structure**  
   1. **Review por and para**

W. **Chapter Resources**  
   1. **Writing Activities Workbook**
X. Evaluation
   1. Quizzes
   2. Tests
   3. Homework and Optional Projects

VII. Joya siete

OBJECTIVES: The students will:
   1. read several biographies of Spanish and Latin American authors and learn about what inspired them, their successes and failures and their need to continue on
   2. review the subjunctive

A. La respuesta Sor Juana Inéz de la Cruz
   1. Topic: In this selection, Sor Juana Inés de la Cruz defends herself against public criticism for her activities and studies in science, mathematics, literature, and music, which were unheard of at this time in Mexico.

B. Retrato Antonio Machacho
   1. Topic: This is an autobiographical sketch of the poet’s life from his early days in Sevilla to his loves in Madrid and to his reflections on death.

C. Prólogo de “Doce cuentos peregrinos” Por qué doce, por qué cuentos y por qué peregrinos Gabriel García Márquez
   1. Topic: In this selection, Gabriel García Márquez reveals to us his compulsive desire to write to the extreme that he can not ignore.

D. Alfonsinia Mares de versos María Ester Vázquez
   1. Topic: In this biographical sketch, María Ester Vázquez gives us an insight into Alfonsinia Storni’s life us a woman, poet, and fighter.

E. Confieso que le vivido Pablo Neruda
   1. Topic: In this autobiographical excerpt, Pablo Neruda presents intimate views of his youth.
F. **Conversación: Teodoro Tesoro entrevista a la gerente de una librería**
   1. **Topic:** In this conversation, they discuss Isabel Allende’s novel about her daughter, Paula.

G. **Structure**
   1. Review the subjunctive
      a. noun clauses
      b. adverbial clauses
      c. adjective clauses
      d. sequence of tense
      e. “if” clause

H. **Chapter Resources**
   1. Writing Activities Workbook

I. **Evaluation**
   1. Quizzes
   2. Test
   3. Homework and Optional Projects

VIII. **Joya ocho**

**OBJECTIVES:** The students will:
   1. learn about different forms of the essay
   2. read several essays of Spanish and Latin American authors
   3. review relative pronouns

A. **Una peluquería americana** Julio Camba
   1. **Topic:** Julio Camba, humorist and satirist, exaggerates his impressions of an American barber shop.

B. **La sonrisa** Concha Suárez del Otero
   1. **Topic:** This humorous essay satirizes the Spaniard for not smiling much.

C. **A la mujer mexicana** Gabriela Mistral
   1. **Topic:** This essay praises Mexican women.
D. *Vida Social* Miguel de Unamuno
   1. Topic: In his essay on social life, Unamuno tells us of his fears, relationships and routines.

E. *Máscaras mexicanas* Octavio Paz
   1. Topic: Octavio Paz, critic/reformer of his own country, its politics, people and customs, declares his intent to change the Mexican and his society.

F. *El interviéwer* Juan Montalvo
   1. Topic: In “El interviéwer” Juan Montalvo laughs at the good life.

G. *El castellano viejo* Mariano José de Larra
   1. Topic: Mariano José de Larra criticizes the conventions of Spanish society.

H. *Conversación: Teodoro Tesoro entrevista a un candidato que también quiere ser entrevistador*
   1. Topic: Teodoro Tesoro interviews a candidate who wants to be an interviewer.

I. Structure
   1. Review relative pronouns
      a. que
      b. lo que
      c. quien, quienes
      d. el que, la que
      e. los que, las que
      f. el cual, la cual
      g. los cuales, las cuales
      h. lo cual
      i. cuyo, -a, -os, -as

J. Chapter Resources
   1. Writing Activities Workbook

K. Evaluation
   1. Quizzes
   2. Test
   3. Homework and Optional Projects
IX. **Joya nueve**

OBJECTIVES: The students will:
1. learn about drama as a literary form of expression
2. read several excerpts of Spanish and Latin American authors
3. review object complements and reflexive pronouns

A. **Fuenteovejuna**  
Felix Lope de Vega Carpio  
1. Topic: Based on a historical event, *Fuenteovejuna* relates the rebellion of an entire town against the tyranny of the Commander Fernán Gómez, a nobleman who commits all kinds of abuses. Tired of his cruelty, the people of Fuenteovejuna assassinate him. When the judge comes to town, he orders the torture of several people to attempt to find out who killed Fernán Gómez. The only response he could get was that Fuenteovejuna killed him.

B. **La vida es sueño**  
Pedro Calderón de la Barca  
1. Topic: The protagonist, Segismundo, is the son of King Basilio of Poland. Since his childhood, Segismundo has been locked up in a fortress, without any contact with the outside world, because an astrologer has foretold that Segismundo will conquer his father, the king. Nevertheless, after many years, King Basilio gives Segismundo his freedom to test his character. Segismundo is taken to the court after having been given a narcotic to put him to sleep. Upon waking up Segismundo finds himself in the palace being treated as a prince. Unfortunately, he shows his brutal instinct and commits several abuses. In a moment of rage, he throws a servant from the balcony. Tranquilizing him again, the king returns him to the fortress. Segismundo, confused upon waking in the tower, believes that everything was a dream.

Finally, the people side with Segismundo and free him from the tower where he had been locked up. He conquers his father, confirming the foretelling, but he treats his father generously and conducts himself as a gentleman.

C. **Mañana de sol**  
Serafín y Joaquín Álvarez Quintero  
1. Topic: This charming and amusing one-act play is about the meeting and conversation of Laura and Gonzalo, two septuagenarians, who have to share a park bench. Then, Gonzalo takes out some snuff and offers it to Laura who enjoys it too. After comparing their earlier lives, Laura realizes that Gonzalo was an admirer of hers in her youth, but doesn’t reveal her secret.
D.  

**Corona de sombra**  
Rodolfo Usigli  
1. Topic: This “antihistoric” play compromises the facts and tries to rectify that the French Emperor Napoleon III sent troops to Mexico and established a monarchy under his cousin, the Archduke Maximilian of Austria.

E.  

**La casa de Bernarda Alba**  
Federico García Lorca  
1. Topic: In the acts that are presented, we are at the wake of Bernarda’s late husband, the father of her five daughters, and later learn of the complicated love triangles and the erroneous death of Pepe and the death of Adela.

F.  

**Conversación:** Teodoro Tesaro entrevista a un director de cine  
1. Topic: Teodoro discusses with a movie director his plans to make a movie of *Corona de Sombra*.

G.  

Structure  
1. Review object complements  
   a. direct object pronouns  
   b. indirect object pronouns  
   c. object of the preposition pronouns  
2. Reflexive pronouns

H.  

Chapter Resources  
1. Writing Activities Workbook

I.  

Evaluation  
1. Quizzes  
2. Test  
3. Homework and Optional Projects

X.  

**Joya diez**  

OBJECTIVES: The students will:  
1. learn about the art of translation  
2. read original excerpts and translations  
3. false cognates

A.  

**El ingeniosa hidalgo don Quijote de la Mancha**  
Miguel de Cervantes Saavedra  
1. Topic: The episode presented in the adventure of the windmills.
B. **The Rose of the Alhambra**
   Washington Irving
   1. Topic: The story tells of a damsels in the Alhambra who opens the door for a page of the queen pretending to look for his falcon that entered the tower. The damsels fall in love with the page, but she wastes away waiting for him to return.

C. **Paula**
   Isabel Allende
   1. Topic: In this excerpt of her novel, Isabel Allende moves us with the emotion of her autobiographical portrait. In agony, the author presents the death of her daughter, as she tells the history of the family.

D. **The Perverse Art of Translation: Quiet Jazz**
   1. Topic: This is an experiment in English and Spanish—a bit of lyrical whimsy, composed initially in English, then to Spanish, back to English. The two translators are both professional and experienced, but still the art can be very perverse.

E. **Decalog of Don’ts**
   1. Topic: This section lists the “don’t’s” of translating.

F. **Conversación : Entre amigos : La traducción**
   1. Topic: A North American, student of Spanish, is in a restaurant with his Mexican friend. The young North American apparently still hasn’t realized the many subtleties of Spanish.

G. **Consejos**
   1. Topic: This section gives advice on:
      a. false cognates
      b. the differences of vocabulary usage in different Spanish-speaking countries.
      c. telephone expressions
      d. family surnames

H. **Chapter Resources**
   1. Writing Activities Workbook

I. **Evaluation**
   1. Quizzes
   2. Test
   3. Homework and Optional Projects
XI. SUPPLEMENTARY MATERIALS AND ACTIVITIES

A. Films
B. Magazines: *El Sol, Hola*
C. Newspaper: *El Diario*
D. Internet

XII. METHODS OF EVALUATION

A. Daily evaluation of classwork and homework
B. Listening, speaking, reading, writing quizzes appropriate during the course of the unit
C. A general written test at the end of each unit or a detailed study of an appropriate topic or theme
D. Text: *Tesoro Literario: Nivel Avanzado*
   Margaret Adey and Louis Albini
E. Accompanying Text: Activities Book