



## **Spanish Level II** **COURSE SYLLABUS**

**GRADE LEVEL:** 10

**SCHOOL YEAR:** 2023 - 2024

**TEACHER:** Ms. Jessy Cardenas

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### **COURSE DESCRIPTION:**

Students will embark on an exciting journey through the diverse Spanish-speaking world. The Spanish program is a three-year course (Spanish Level I, Level II, and Level III) where learners will practice the four language skills - listening, speaking, reading, and writing. Spanish level 2 builds fundamental language taught in Spanish 1 and continues to focus on the four language skills. At this point, students already use the most common Spanish vocabulary and phrases, they understand simple texts and can have short conversations. Level 2 students have more confidence with basic social situations and understand easy grammar structures.

Spanish Level II for tenth graders will continue developing the language skills learned from Spanish Level I (grade 9). The perfect blend of culture, instruction and interaction motivates students to communicate meaningfully, effectively, and creatively using the target language for real-life purposes. This class is also designed for students who have no prior or basic knowledge of Spanish.

Each quarter students will have a new interesting theme to learn about. We will start our class by doing a general review from all they have learned on Spanish Level I. Some activities we will be working on are reading and listening comprehension activities, speaking and writing activities, several cultural lessons, interactive activities and continuous practices which can reinforce their vocabulary and grammar. One main goal of Spanish class is that students can learn and stay positive about their achievements.

In this course students will be able to:

- Recall previous learning about describing people, locations, classroom and classroom objects.
- Describe a house and household items. Indicate the order of things and use ordinal numbers.
- Describe people and locations, talk about chores and responsibilities.
- Talk about sports and health. Interview athletes and explain about their favorite sport.
- Analyze and describe technology, talk about a series of events and have phone call conversations.
- Explain daily routines, talk about vacations, activities and trips to Hispanic countries.
- Learn cultural background about different Hispanic countries around the world.

### **COURSE OBJECTIVES:**

- The goal of this course is to continue developing the skills in order to communicate and interact in Spanish language. Students must have the ability to express their ideas, both orally and in an essay form.

- Students should participate during class time. This is a key factor that shows voluntary contributions to the class and receives a very important part of your grade.
- Students should continue building competency in each of the four language skills through readings, videos, audios, podcasts and any supportive resource that the teacher considers necessary for the development of the class.
- Students will recognize vocabulary words and phrases to interpret the meaning and emotions of what native speakers want to express.
- Students should express their ideas using learned vocabulary and grammatical structures in past and present tense.
- Students will have the opportunity to continue developing the cultural knowledge related to Hispanic countries. At this point students will start understanding cultural differences and similarities between the Spanish-speaking cultures and the student's culture.
- Students will interact with one another during class time. Through this interaction, competencies will be acquired in an effective and higher order for acquiring the language.
- Students will understand and interpret information in texts, draw conclusions, structure and sequence ideas to develop their critical thinking in Spanish class.

### **ASSESSMENT:**

- 30% Homework and Workbook
- 30% Quizzes, projects, and presentations
- 30% Final Quarter Exam
- 10% Deportment / Class attitude

### **PRIMARY TEXTBOOK & OTHER RESOURCES**

#### **Textbook**

- Avancemos 1B, Copyright 2018 Houghton Mifflin Publishing Company
- Avancemos Workbook 1AB Copyright 2018 Houghton Mifflin Publishing Company

#### **Program Resources from Textbook**

- Audio and video activities
- Animated Grammar
- Online Review
- Cultural videos and short documentaries.
- PowerPoint presentations for certain activities.

#### **Internet Resources**

- Movies and cartoons in Spanish.
- Series in Spanish
- YouTube
- Podcasts
- Updated news and magazine lectures

#### **School Resources**

- Google classroom.
- Canva
- Spanish dictionary (compulsory).

## ADDITIONAL INFORMATION

**Academic Dishonesty** means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

**Any act of academic dishonesty will result in an automatic zero on the entire assignment.**

## 1st QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
<b>Week 1</b> <b>Aug 10<sup>th</sup> to 11<sup>th</sup></b> <b>Only 2 School Days</b> <i>10 ~ First Day / Orientation Day</i>	Thursday – Orientation in the morning. <ul style="list-style-type: none"> <li>• Discuss classroom policy and routines.</li> <li>• Check the textbook and workbook from the library.</li> <li>• Me gusta / No Me gusta - Maestro/Estudiante Activity</li> </ul>
<b>Week 2</b> <b>Aug 14<sup>th</sup> to 18<sup>th</sup></b> <i>15 ~ Opening Mass</i>	<b>Unidad: Antes de Avanzar – PARTE 1: Un rato con los amigos</b> <ul style="list-style-type: none"> <li>• Review the activities, snack foods, days of the week, descriptive adjectives.</li> <li>• Review foods and beverages</li> <li>• Review subject pronouns and “ser”</li> <li>• Review <b>ser</b> + adjectives</li> </ul> <p style="text-align: right;">(Pages 2 – 7)</p>
<b>Week 3</b> <b>Aug 21<sup>st</sup> to 25<sup>th</sup></b>	<b>Unidad: Antes de Avanzar – PARTE 1: Un rato con los amigos</b> <ul style="list-style-type: none"> <li>• Review <b>gustar</b> with nouns and infinitives</li> <li>• Review <b>gustar</b> + nouns</li> <li>• Review <b>gustar</b> + activities and nouns</li> <li>• Review <b>Me gusta(n)</b> and <b>No me gusta(n)</b></li> <li>• Present tense of –<b>ar</b> verbs</li> <li>• Review/ Weekly Quiz (Oral)</li> </ul> <p style="text-align: right;">(Pages 8 – 11)</p>
<b>Week 4</b> <b>Aug 28<sup>th</sup> to Sep 1<sup>st</sup></b>	<b>Unidad: Antes de Avanzar – PARTE 2: ¡Vamos a la escuela!</b> <ul style="list-style-type: none"> <li>• Review the numbers, school vocabulary, adjectives, telling time, expressions of frequency</li> <li>• Make up stories about the school vocabulary</li> <li>• Students trade papers and read for comprehension</li> <li>• Create vocabulary games in pairs to study vocabulary</li> <li>• Recycle numbers</li> <li>• Review/ Weekly Quiz (Oral)</li> </ul> <p style="text-align: right;">(Pages 12 – 15)</p>
<b>Week 5</b> <b>Sep 4<sup>th</sup> to 8<sup>th</sup></b> <i>8 ~ Holy Mass &amp; VIP Induction</i>	<b>Unidad: Antes de Avanzar – PARTE 2: ¡Vamos a la escuela!</b> <ul style="list-style-type: none"> <li>• Review the verb <b>tener</b></li> <li>• Review <b>tener</b> expressions and <b>tener</b> activities</li> <li>• Review the Verb “ESTAR”</li> <li>• Review the Verb “IR”</li> <li>• Review/ Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 16 – 19)</p>

<p><b>Week 6</b>  <b>Sep 11<sup>th</sup> to 15<sup>th</sup></b>  <i>12-14 ~ Pre-Exam Days</i></p>	<p><b>Unidad: Antes de Avanzar – PARTE 3: Comer en familia</b></p> <ul style="list-style-type: none"> <li>Practice food and family vocabulary</li> <li>Review possessive adjectives and dates</li> <li>Review Comparatives (<i>más que ... menos que</i>)</li> <li>Practice the present tense of the Verbs ending “-er” and “-ir”</li> <li>Review e – ie stem – changing verbs</li> <li>Review the present tense of the Verb “<b>HACER</b>”</li> </ul> <p>(Pages 20 –27)</p>
<p><b>Week 7</b>  <b>Sep 18<sup>th</sup> to 22<sup>nd</sup></b></p>	<p><b>Unidad: Antes de Avanzar – PARTE 4: En el centro</b></p> <ul style="list-style-type: none"> <li>Review clothing and restaurant vocabulary.</li> <li>Review “<i>ir a + infinitive</i>”</li> <li>Review and practice direct object pronouns</li> <li>Review and practice stem changing verbs <i>o – ue stem – changing verbs</i></li> </ul> <p>(Pages 28 –37)</p>
<p><b>Week 8</b>  <b>Sep 25<sup>th</sup> to 29<sup>th</sup></b>  <u>No Classes</u>  <i>25-28 ~Teacher’s Conference</i>  <i>29 – Moon Festival Holiday</i></p>	<p><b>No Classes</b>  <b>Teacher’s Conference</b></p>
<p><b>Week 9</b>  <b>Oct 2<sup>nd</sup> to 6<sup>th</sup></b>  <u>3 Days of Class</u>  <i>5-6 ~Q1 Exams</i></p>	<p><b>Unidad: Antes de Avanzar</b></p> <ul style="list-style-type: none"> <li><i>Repaso de partes 1 a 4 (Review whole chapter)</i></li> </ul> <p><b>Review and 1<sup>st</sup> Quarter Written Exam</b></p>

## 2<sup>nd</sup> QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
<p><b>Week 1 (10)</b>  <b>Oct 9<sup>th</sup> to 13<sup>th</sup></b>  <u>3 Days of Class</u>  <i>9-10 – Double 10 Holiday</i></p>	<p><b>Unidad 5: Ecuador: - Lección 1: Vivimos aquí</b></p> <ul style="list-style-type: none"> <li>Introduce lesson theme: <b>Vivimos aquí</b></li> <li>Present vocabulary: rooms of a house, furniture, household items.</li> <li>Practice using <b>tener</b> to refer to places or things in a home or apartment.</li> <li>Review/ Weekly Quiz</li> </ul> <p>(Pages 40 – 47)</p>
<p><b>Week 2 (11)</b>  <b>Oct 16<sup>th</sup> to 20<sup>th</sup></b></p>	<p><b>Unidad 5: Ecuador: - Lección 1: Vivimos aquí</b></p> <ul style="list-style-type: none"> <li>Present different uses of <b>ser</b> and <b>estar</b></li> <li>Practice use <b>ser</b> or <b>estar</b> in context.</li> <li>Present ordinal numbers</li> <li>Practice using ordinal numbers and lesson vocabulary.</li> <li>Review colors.</li> <li>Review/ Weekly Quiz</li> </ul> <p>(Pages 48 – 57)</p>
<p><b>Week 3 (12)</b>  <b>Oct 23<sup>rd</sup> to 27<sup>th</sup></b></p>	<p><b>Unidad 5: Ecuador: - Lección 1: Vivimos aquí</b></p> <ul style="list-style-type: none"> <li>Discuss how a country’s location makes it unique.</li> <li>Practice stressing syllables in Spanish.</li> <li>Lectura - <b>Vivir en Ecuador</b></li> <li>Write an ad to sell a house</li> <li>Repaso de la lección</li> <li>Review/ Weekly Quiz</li> </ul> <p>(Pages 60 – 67)</p>
<p><b>Week 4 (13)</b>  <b>Oct 30<sup>th</sup> to Nov 3<sup>rd</sup></b>  <i>1 - All Saint’s Day Mass</i></p>	<p><b>Unidad 5: Ecuador: - Lección 2: Una fiesta en casa</b></p> <ul style="list-style-type: none"> <li>Introduce lesson theme: <b>Una fiesta en casa</b></li> <li><b>Culture:</b> Parties celebrated in different countries</li> <li>Present vocabulary about household chores and party activities</li> <li>Review <b>tener que</b></li> </ul>

	<ul style="list-style-type: none"> <li>Review/ Weekly Quiz</li> </ul> <p>(Pages 68 – 73)</p>
<b>Week 5 (14)</b> <b>Nov 6<sup>th</sup> to 10<sup>th</sup></b>	<i>Unidad 5: Ecuador: - Lección 2: Una fiesta en casa</i> <ul style="list-style-type: none"> <li>Present and practice more irregular verbs</li> <li>Review interrogative words</li> <li>Pronunciation of letters <b>b</b> and <b>v</b></li> <li>Review expressions of frequency</li> <li>Review/Weekly Quiz</li> </ul> <p>(Pages 74 – 81)</p>
<b>Week 6 (15)</b> <b>Nov 13<sup>th</sup> to 17<sup>th</sup></b>	<i>Unidad 5: Ecuador: - Lección 2: Una fiesta en casa</i> <ul style="list-style-type: none"> <li>Present and practice affirmative <b>tú</b> commands</li> <li>Practice <b>acabar de</b> + infinitive</li> <li>Review direct object pronouns</li> <li>Todo junto – Repaso de la Lección</li> <li>Review/Weekly Quiz</li> </ul> <p>(Pages 82 –87)</p>
<b>Week 7 (16)</b> <b>Nov 20<sup>th</sup> to 24<sup>th</sup></b>	<i>Unidad 5: Ecuador: - Lección 2: Una fiesta en casa</i> <ul style="list-style-type: none"> <li><b>Lecture:</b> Folk dances in Ecuador and Panamá</li> <li><b>Comprehension questions:</b> Folk dances in Ecuador and Panamá.</li> <li><b>Comparación Cultural:</b> Compare family celebrations with Panama, Argentina, and Ecuador.</li> <li>Review/Weekly Quiz</li> </ul> <p>(Pages 90 – 97)</p>
<b>Week 8 (17)</b> <b>Nov 27<sup>th</sup> to Dec 1<sup>st</sup></b>	<i>Unidad 5: Ecuador: - Lección 2: Una fiesta en casa</i> <ul style="list-style-type: none"> <li>Todo Junto – Repaso Inclusivo de la Unidad 5</li> </ul> <p>(Pages 98 – 99)</p>
<b>Week 9 (18)</b> <b>Dec 4<sup>th</sup> to 8<sup>th</sup></b> 8 - Foundation Day Celebrations	<b>Project Based Quarter Exam Preparation</b>
<b>Week 10 (19)</b> <b>Dec 11<sup>th</sup> to 15<sup>th</sup></b> <u>3 Days of Class</u> 14-15 ~ Q2 Exams	<b>Project Based Quarter Exam Presentation</b>
<b>Dec 18<sup>th</sup> to Jan 1<sup>st</sup></b>	<b>Christmas Holiday</b>

### 3rd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<b>Week 1 (20)</b> <b>Jan 3<sup>rd</sup> to 5<sup>th</sup></b> <u>3 Days of Class</u> 4 ~ New Year Mass	<i>Unidad 6: República Dominicana: - Lección 1: ¿Cuál es tu deporte favorito?</i> <ul style="list-style-type: none"> <li>Introduce lesson theme: <i>¿Cuál es tu deporte favorito?</i></li> <li>Present vocabulary about sports, places where sports are played, sports equipment</li> <li>Present regional variations of sports</li> </ul> <p>(Pages 102 – 110)</p>
<b>Week 2 (21)</b> <b>Jan 8<sup>th</sup> to 12<sup>th</sup></b>	<i>Unidad 6: República Dominicana: - Lección 1: ¿Cuál es tu deporte favorito?</i> <ul style="list-style-type: none"> <li>Using <b>gustar</b> with nouns</li> <li>Present the verb <b>jugar</b></li> <li>Review/Weekly Quiz</li> <li>Practice <b>jugar a</b> + sport</li> <li>Practice <b>jugar</b> and lesson vocabulary in context</li> <li>Practice letter <b>g</b> before <b>a, o, u</b></li> <li>Review/Weekly Quiz</li> </ul> <p>(Pages 111 - 115)</p>

<p><b>Week 3 (22)</b> <b>Jan 15<sup>th</sup> to 19<sup>th</sup></b></p>	<p><b>Unidad 6: República Dominicana: - Lección 1: ¿Cuál es tu deporte favorito?</b></p> <ul style="list-style-type: none"> <li>• Present <b>saber</b> and <b>conocer</b></li> <li>• Conjugations of <b>saber</b> and <b>conocer</b></li> <li>• Practice the personal <b>a</b> after verbs like <b>conocer</b></li> <li>• <b>Actividad:</b> Un anuncio de radio</li> <li>• Repaso de la Lección</li> </ul> <p>(Pages 116 - 121)</p>
<p><b>Week 4 (23)</b> <b>Jan 22<sup>nd</sup> to 26<sup>th</sup></b></p>	<p><b>Unidad 6: República Dominicana: - Lección 2: La Salud</b></p> <ul style="list-style-type: none"> <li>• Introduce lesson theme: <b>La Salud</b></li> <li>• Activities to stay healthy, parts of the body</li> <li>• Practice using <b>doler</b> to say what hurts.</li> <li>• Practice giving excuses.</li> <li>• Review/Weekly Quiz</li> </ul> <p>(Pages 130-137)</p>
<p><b>Week 5 (24)</b> <b>Jan 29<sup>th</sup> to Feb 2<sup>nd</sup></b></p>	<p><b>Unidad 6: República Dominicana: - Lección 2: La Salud</b></p> <ul style="list-style-type: none"> <li>• Stem changing verbs <b>o – ue</b></li> <li>• Present preterite of regular – <b>ar</b> verbs.</li> <li>• Review telling time</li> <li>• Review/Weekly Quiz</li> </ul> <p>(Pages 138-145)</p>
<p><b>Week 6 (25)</b> <b>Feb 5<sup>th</sup> to 9<sup>th</sup></b> <b>3 Days of Class</b> <i>8-9 ~ CNY</i></p>	<p><b>Unidad 6: República Dominicana: - Lección 2: La Salud</b></p> <ul style="list-style-type: none"> <li>• Practice using the preterite of regular – <b>ar</b> in context.</li> <li>• Present the preterite of verbs ending in – <b>car</b>, - <b>gar</b>, - <b>zar</b>.</li> <li>• Practice using the preterite of – <b>car</b>, - <b>gar</b>, - <b>zar</b>.</li> <li>• <b>Culture:</b> Learn about a merengue festival.</li> <li>• Todo Junto – Repaso de la Lección</li> <li>• Review/Weekly Quiz</li> </ul> <p>(Pages 146-149)</p>
<p><b>Feb 8<sup>th</sup> to 16<sup>th</sup></b></p>	<p style="text-align: center;"><b>CNY Holiday</b></p>
<p><b>Week 7 (26)</b> <b>Feb 19<sup>th</sup> to 23<sup>rd</sup></b> <i>19 ~ Lenten Mass</i> <i>21-23 ~ Pre-Exam Days</i></p>	<p><b>Unidad 7: Argentina: - Lección 1: Tecnología (En el cibercafé)</b></p> <ul style="list-style-type: none"> <li>• Present technology-related activities, parts of a computer</li> <li>• Present sequence words</li> <li>• Present the preterite of –<b>er</b> and –<b>ir</b> verbs</li> <li>• Review/Weekly Quiz</li> </ul> <p>(Pages 164-175)</p>
<p><b>Week 8 (27)</b> <b>Feb 26<sup>th</sup> to March 1<sup>st</sup></b> <b>4 Days of Class</b> <i>28 ~ 228 Memorial Day Holiday</i></p>	<p><b>Unidad 7: Argentina: - Lección 1: Tecnología (En el cibercafé)</b></p> <ul style="list-style-type: none"> <li>• Affirmative and negative words</li> <li>• Negative form ningunos(as)</li> <li>• Repaso de la lección</li> </ul> <p>(Pages 176-191)</p>
<p><b>Week 9 (28)</b> <b>March 4<sup>th</sup> to 8<sup>th</sup></b> <b>4 Days of Class</b> <i>8 ~ Q3 Exams</i></p>	<p style="text-align: center;"><b>Review and 3<sup>rd</sup> Quarter Written Exam</b></p>

## 4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<p><b>Week 1 (29)</b> <b>March 11<sup>th</sup> to 15<sup>th</sup></b> <b>4 Days of Class</b> <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i></p>	<p><b>Unidad 7: Argentina: - Lección 2: Un día en el parque de diversiones</b></p> <ul style="list-style-type: none"> <li>• Introduce lesson theme: Un día en el parque de diversiones</li> <li>• Present about amusement parks, places of interest and special events, extending and declining</li> <li>• Introduce Qué + adjective</li> </ul>

	<ul style="list-style-type: none"> <li>• Preterite of <b>ir, ser, and hacer</b></li> <li>• Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 192 – 201)</p>
<p><b>Week 2 (30)</b>  <b>March 18th to 22<sup>nd</sup></b>  <i>18-21 ~ Fire Drill</i></p>	<p><b>Unidad 7: Argentina: - Lección 2: Un día en el parque de diversiones</b></p> <ul style="list-style-type: none"> <li>• Identify preterite forms of <b>ir, ser, and hacer</b> in context</li> <li>• Practice the letters ll and y</li> <li>• Places around town</li> <li>• Present pronouns after prepositions</li> <li>• Repaso de la lección</li> <li>• Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 202 – 219)</p>
<p><b>March 25<sup>th</sup> to Apr 5<sup>th</sup></b></p>	<p><b>Easter Holiday</b></p>
<p><b>Week 3 (31)</b>  <b>Apr 8<sup>th</sup> to 12<sup>th</sup></b>  <i>10 ~ Easter Mass</i></p>	<p><b>Unidad 8: Costa Rica: - Lección 1: Pensando en las vacaciones</b></p> <ul style="list-style-type: none"> <li>• Introduce lesson theme: Pensando en las vacaciones</li> <li>• Present about daily routines, personal – care items</li> <li>• Present about vacation destinations, ways to travel</li> <li>• Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 226 - 233)</p>
<p><b>Week 4 (33)</b>  <b>Apr 15<sup>th</sup> to 19<sup>th</sup></b></p>	<p><b>Unidad 8: Costa Rica: - Lección 1: Pensando en las vacaciones</b></p> <ul style="list-style-type: none"> <li>• Reflexive pronouns and reflexive verbs</li> <li>• Diphthongs in Spanish</li> <li>• Present the present progressive tense</li> <li>• Lecture: Mi viaje a Costa Rica</li> <li>• Repaso de la lección</li> <li>• Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 234 - 248)</p>
<p><b>Week 5 (34)</b>  <b>Apr 22<sup>th</sup> to 26<sup>th</sup></b>  <i>22-26 ~ AP Mock Exams</i></p>	<p><b>Unidad 8: Costa Rica: - Lección 2: ¡Vamos de vacaciones!</b></p> <ul style="list-style-type: none"> <li>• Introduce lesson theme: <b>Vamos de vacaciones</b></li> <li>• Present vocabulary: vacation activities, handicrafts, jewelry</li> <li>• Present indirect object pronouns</li> <li>• Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 254 - 263)</p>
<p><b>Week 6 (35)</b>  <b>Apr 29<sup>th</sup> to May 3<sup>rd</sup></b>  <i>1-2 ~ Pre-Exam</i>  <i>1-10~ Final Exams (K, 5, 8, 12 only)</i>  <i>4/29 – 5/10 ~ AP Exams</i></p>	<p><b>Unidad 8: Costa Rica: - Lección 2: ¡Vamos de vacaciones!</b></p> <ul style="list-style-type: none"> <li>• Review family members, numbers 200 to 1,000,000</li> <li>• Present demonstrative adjectives</li> <li>• <b>Lecture:</b> Mercados en Costa Rica y Uruguay</li> <li>• Repaso de la lección</li> <li>• Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 264 - 198)</p>
<p><b>Week 7 (36)</b>  <b>May 6<sup>th</sup> to 10<sup>th</sup></b>  <i>1-10~ Final Exams (K, 5, 8, 12 only)</i>  <i>4/29 – 5/10 ~ AP Exams</i></p>	<p><b>Project Based Quarter Exam Preparation</b></p>
<p><b>Week 8 (37)</b>  <b>May 13<sup>th</sup> to 17<sup>th</sup></b>  <u><b>2 Days of Class</b></u>  <i>15-16 ~ Q4 Exams</i>  <i>17 ~ Record Day</i></p>	<p><b>Project Based Quarter Exam Presentation</b></p>
<p><b>Week 9 (38)</b>  <b>May 20<sup>th</sup> to 24<sup>th</sup></b>  <u><b>ACTIVITIES:</b></u> <i>Double check the school calendar and emails from the administration.</i></p>	<p style="text-align: center;"><b>End of the year activities</b></p> <p>-----</p> <p><i>20-24 ~ Student Clearance Days</i>  <i>21 ~ Baccalaureate Mass for Graduating classes</i>  <i>22 &amp; 23 ~ Middle &amp; High School Sports Day</i>  <i>23 ~ Pre-Kindergarten &amp; Gr. 1 - 4 Recognition/Kindergarten Graduation/Gr. 5 Promotion</i>  <i>24 ~ Gr. 6 – 7 Recognition and Gr. 8 Graduation</i>  <i>24 ~ Lower School Sports Day</i></p>

**Week 10 (39)  
May 27<sup>th</sup> to 31<sup>st</sup>**

***ACTIVITIES: Double check the school calendar and emails from the administration.***

**Recognition Week/ End of the year activities**

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*27 ~ House Culminating Activity*

*28 ~ Gr. 9-11 Recognition and Gr. 12 Graduation*

*29 ~ Class Party*

*30 ~ Last Day of School & Report Card Distribution (half day)*

*31 ~ Teachers/Staff Meeting*