

ADVANCE PLACEMENT SPANISH LANGUAGE AND CULTURE SYLLABUS

Course Overview

Advanced Placement Spanish Language and Culture Syllabus for Hillside High School, Hillside, NJ

The Advanced Placement Spanish Language and Culture syllabus is taught almost exclusively in the Spanish language. This includes instructions, discussions, debates, dialogs, explanations, presentations, questions and answers, oral exercise reviews, etc.

This syllabus has a format organized by Spanish speaking countries with various topics. The sources listed support the essential questions. This is a working syllabus that will be updated continuously as educational goals and objectives evolve.

Course Outline

The updated Advanced Placement Spanish Language and Culture program at Hillside High School, Hillside, New Jersey is designed to address the five components (communication, culture, connection, comparison and community), six suggested themes (global challenges, beauty and aesthetics, science and technology, contemporary life, personal and public identities, and families and communities) and six groups of learning objectives (spoken, written interpersonal communication, audio, visual and audiovisual, written and print interpretive communication, and spoken and written presentational communications) outlined by College Board.

Hillside High School has created a partnership with the Hillside Public Library where the students enrolled in the Spanish AP program will be able to share their learned skills. The students will create mini lessons to teach the community their acquired language. The program is open to all students who wish to continue acquiring and improving the targeted language.

Course Objectives

The overview goal of the course prepares the students to perform at a high level of proficiency in the four basic language skills: listening, speaking, reading and writing. Upon completion of the course, students are expected to be able to comprehend formal and informal authentic Spanish and be able to speak, read and write with a high level of proficiency similar to that of a third year college program. These goals will be accomplished through the use of various activities, wide range of materials, elementary to advance.

Listening Objectives

Students should be able to:

1. Comprehend essential conversation between educated native speakers who may occasionally use familiar or colloquial expression.
2. Understand various spoken dialects through oral reports and lectures on technical and non-technical subjects
3. Understand authentic audio Spanish language transmitted sources through internet, tapes, radio, television, news broadcast, newspapers, telephone, etc.
4. Understand the nuances of Spanish intonation patterns of fairly complex structures
5. Understand both the content of the message and many of the overtones conveyed by the spoken language

Speaking Objectives

Advanced Placement Spanish Language students should attain a speaking proficiency that allows them to:

1. Communicate ideas and facts successfully in written text understandable by native Spanish speakers
2. Discuss current and cultural topics of interest and express hypothesis and conjecture
3. Narrate, describe and explain using all tenses with evidence or examples
4. Demonstrate a good command of grammatical forms and syntactic patterns
5. Have immediate recall of a fairly broad range of vocabulary items in order to speak with a certain fluency and accuracy
6. Create convincing spoken arguments supported by audio, visual and written sources
7. Compare and contrast cultural differences with supporting evidence

Writing Objectives

Students should master the ability to write in Spanish precisely, convincingly and correctly on topics of general interest including culture. They should have good control of most grammatical forms and processes: verb tenses and moods, pronouns, prepositions, negative phrases, comparison, conjunction and subordination, sequences of tenses and hypothetical sentences. Their vocabulary should be extensive to cover most topics, although gaps in vocabulary can be filled in with circumlocutions. Students' should be able to:

1. Compare and contrast argumentative topics with audio, visual or written sources
2. Describe and narrate with precise evidence
3. Present and define ideas and points of view using supportive text
4. Organize arguments and consider opposing points of view to create persuasive essays
5. Provide appropriate examples and draw conclusions based on information acquired
6. Provide introductory remarks, transitions and conclusions in an essay

Reading Objectives

The students should attain a reading proficiency demonstrated by the following abilities:

1. Read expository and narrative Spanish prose, with comprehension despite gaps in details and occasional misinterpretations
2. Separate main ideas from subordinate and recognize hypotheses, supporter opinions and documented facts
3. Understand authentic Spanish text on various topics of general interest
4. Read literary texts: novels, essays, poetry, short stories, etc
5. Distinguish between authentic language to recognize many of important cultural implications and appreciate figurative devices
6. Draw inference from authentic text material read, although recognition of subtle nuances may be limited
7. Comprehend high frequency idiomatic expressions and to develop strategies for successful interpretation of unfamiliar words, idioms or structures based on a board general vocabulary and solid knowledge of grammatical forms

Course Planner

Unit 1

Essential Questions:

- What cultural traditions are favorable in Spanish speaking countries?
- Why should society care about other countries in the world?
- What are the pros and cons of religious freedom?
- Why do countries find it necessary to have civil wars?
- What prejudices exist in today's society?
- How do individuals challenge and defy authority?
- In what manner can nature influence a person's emotional state of being?
- What similarities and differences exist between traditional and modern literature?
- What challenges do native speakers encounter when they relocate to a non-Spanish speaking country?

Literature: Ana Maria Matute – Los niños, Los Alan
Miguel de Unamuno – Mi religión, La oración
Juan Ramon Jimenez – Platero y yo
Carlos Ruiz de Azila – El alcazón no se rinde
Julio Camba - El suicidio inglés
Federico Garcia Lorca – La guitarra, Romance de la tuna
Gustavo Adolfo Becquer – VI, XXI, XXIV

Culture: Spain

Celebrations: National Hispanic Month

Art: El Greco

Community: Field Experience with community, maintain journal of field experience and share notes

Grammar: Present, progressive, imperative, present participle, passive voice

Listening: AP Spanish Language and Culture Preparing for Examination tapes
Barron's AP Spanish 7th Edition
REA: AP Spanish Language
ETC.

Speaking: Communicative situations: debates, summaries, presentations, dialogue, etc.

Assignments: Weekly journal entries, internet research with presentations, compositions, dialogs, community presentations, etc.

Assessments: Homework, classroom followup assignments, quizzes, tests, presentations, projects,

Projects: Create fables using images and imagination with positive moral messages

Internet resources:

Spanish Literature - <http://www.imacinglestotas.com/enlaces.htm>

Ciencia y Tecnología y Salud – <http://www.ozu.es>

Terra – <http://terra.es>

MSN España – <http://es.msn.com>

Si, Spain – www.sispain.org

ABC Prensa – Spain Newspaper – <http://www.abc.es>

El Mundo – Spain Newspaper – <http://www.el-mundo.es>
El Pais Digital – Online Spain Newspaper – <http://www.elpais>
El Greco – <http://metalab.inc.edu/cjackson/greco>

Unit 2

Essential Questions:

What are the pros and cons of recycling?
What injustices take place in today's society?
What is the importance of understanding inferred statements and physical and emotional actions in comprehending culture?
What differences and similarities exist between modern and old poetry?
How do individuals eliminate or change the chaos that exists in their busy life?
What differences exist between cultural adaptation and self identity?
What challenges do migrant workers and their children face in society?
What level of respect exists in relationships between parents and children?
What sacrifice do parents make to raise their children in different cultural societies?
What consequences arose from Mexican independence?

Literature: Francisco Ji – Cajas de cartón
Octavio Paz – Mascara mexicana, La poesía
Sor Juana Inés – Contra las injusticia
Benedicto Cuento – La vera
Juan Rulfo – No oyes ladrar los perros
Rosario Castellanos – Valium 10
Bricia Yolanda Gurrola – Sin ti

Culture: Mexico, Honduras

Celebrations: Columbus Day, Halloween

Art: Diego Rivera

Community: Field Experience with community, maintain journal of field experience and share notes

Grammar: Imperfect, preterit, imperfect vs preterit, perfect tenses

Listening: AP Spanish Language and Culture Preparing for Examination tapes
Barron's AP Spanish 7th Edition
REA: AP Spanish Language
ETC.

Speaking: Communicative situations: debates, summaries, presentations, dialogue, etc.

Assignments: Weekly journal entries, internet research with presentations, compositions, dialogs, community presentations, etc.

Assessments: Homework, classroom follow up assignments, quizzes, tests, presentations, projects,

Projects: Create an advertisement protecting earth or nature

Internet Resources:
Spanish Literature - <http://www.imacinglestotas.com/enlaces.htm>

Mexico channel – <http://mexicochannel.net>
Nuestro Mexico – <http://mexico.udg.mx>
La Cronica de Hoy – Mexico Newspaper – <http://www.mondatimes.com>
Honduras – <http://www.Honduras.com>
La Tribuna – Honduras Newspaper – <http://www.latribuna.hn>
Diego Rivera Web Museum – <http://www.fbuch.com/diego.htm>

Unit 3

Essential Questions:

What personal and educational challenges do native speakers face in their adaptation to the environment and society?
How do personal and educational points of view influence your thinking?
How does the governmental situation affect society?
What positive and negative challenges exist with divorced spouses?
What survival instinct do we implement in moments of crisis due to natural phenomena's?
What are the results of having a high unemployment society?
What positive and negative actions come from having a day-to-day laborer employment?

Literature: Horacio Quiroga – A la deriva
Delmiro Agustina – El libro blanco, Cantos de la
Mario Benedetti – La víspera indeleble, A quizá respira bien, La tregua, Fin de semana
José María Arguedas – Agua, Las escuelas, La muerte de los hermanos
Inca Garcilaso de la vega – La florida de las incas
Manuel Rojas – El vaso de leche

Culture: Uruguay, Peru

Celebrations: All Saints Day, All Souls Day, Thanksgiving

Art: Picasso

Community: Field Experience with community, maintain journal of field experience and share notes

Grammar: Future, future perfect, conditional, conditional perfect

Listening: AP Spanish Language and Culture Preparing for Examination tapes
Barron's AP Spanish 7th Edition
REA: AP Spanish Language
ETC.

Speaking: Communicative situations: debates, summaries, presentations, dialogue, etc.

Assignments: Weekly journal entries, internet research with presentations, compositions, dialogs, community presentations, etc.

Assessments: Homework, classroom follow up assignments, quizzes, tests, presentations, projects,

Projects: Create a positive commercial advertising image of personal or educational situations

Internet Resources:

Spanish Literature - <http://www.imacinglestotas.com/enlaces.htm>
Nazcanet (Peru) – <http://www.nazcanet.com>
Peru – <http://www.infoweb.com.pe>
La Republica – Peru Newspaper – <http://Larepublica.com.pe>
El Bocon – Peru Newspaper – <http://www.perulinks.com>
Uruguay – <http://www.state.gov/r/pa/ei/bgn/2091.htm>
Museo Picasso Virtual – <http://picasso.tamu.edu/picasso>

Unit 4

Essential Questions:

What compare and contrast what professions receive more merits than other?
How do negligent actions produce regretful attitudes?
Why is it important to respect a person's physical and mental challenges?
What are the positive and negative reactions to the Machismo topic? Do you agree or disagree? Why?
How do people control their destiny?
How do people handle death and the loss of a love one?
Why does literature have various interpretations?

Literature: Jorge Luis Borges – La intrusa, La muerte y La brujula
Esteban Echevarria – El matadero, Don Juan
Alfonsina Storni – Hambre pequeno, Voy a dormir
Miguel Angel Asteria – El señor presida, Leyendas de Guatemala
Marion Monteforte – Llegaron del mar, La isla de las navejas, Las piedras vivas
Culture: Argentina, Guatemala
Celebration: Christmas Eve, Christmas, New Years Eve
Art: Posada
Community: Field Experience with community, maintain journal of field experience and share notes
Grammar: Subjunctive
Listening: AP Spanish Language and Culture Preparing for Examination tapes
Barron's AP Spanish 7th Edition
REA: AP Spanish Language
ETC.
Speaking: Communicative situations: debates, summaries, presentations, dialogue, etc.
Assignments: Weekly journal entries, internet research with presentations, compositions, dialogs, community presentations, etc.
Assessments: Homework, classroom follow up assignments, quizzes, tests, presentations, projects,
Projects: Create professional career presentations

Internet Resources:

Spanish Literature - <http://www.imacinglestotas.com/enlaces.htm>
Argentina – <http://www.geographia.com/argentina>
La Razon – Buenos Aires Daily Paper – <http://www.larazon.com>
La Nacion – Argentina Newspaper – <http://lanacion.com>

Guatemala – <http://www.infoplease.com/ipa/A0107596.html>
Dario La Hora – Guatemala Newspaper – <http://www.lahora.com>
Prensa Libre – Online Guatemalan Newspaper – <http://prensalibre.com>
Spanish Art Culture and History – <http://www.spanisharts.com>

Unit 5

Essential Questions:

What are the advantages of having technology?
What political violence turmoil's can be found in Spanish speaking countries?
What are the similarities and differences in how all countries address the issue of poverty?
What are the implications of a country being governed by the military?
What are the positive and negative aspects of having a dictatorship government?
How do different cultures address the topic of death within their immediate family?

Literature: Gabriel García Márquez – La siesta del martes, Un día de estos
Manuel Mejía Vallejo – La tierra eramos nosotros, Cielo cerrado
José Asunción Silva – Nocturno
Hernández Téllez – Espuma y nada más
Culture: Colombia, Dominican Republic
Celebrations: New Years, Three Kings Day
Art: Siqueiros
Community: Field Experience with community, maintain journal of field experience and share notes
Grammar: Articles, adjectives (possessives, demonstratives, comparatives, superlatives)
Listening: AP Spanish Language and Culture Preparing for Examination tapes
Barron's AP Spanish 7th Edition
REA: AP Spanish Language
ETC.
Speaking: Communicative situations: debates, summaries, presentations, dialogue, etc.
Assignments: Weekly journal entries, internet research with presentations, compositions, dialogs, community presentations, etc.
Assessments: Homework, classroom follow up assignments, quizzes, tests, presentations, projects
Projects: Create a power point or presentation about the advances of technology
Internet Resources:

Spanish Literature - <http://www.imacinglestotas.com/enlaces.htm>
Colombia – <http://www.presidencia.gov.co>
El Tiempo – Colombia Newspaper – <http://eltiempo.com>
El Mundo – Colombia Newspaper – <http://www.elmundo.com>
Dominican Republic – <http://www.dominicanrepublic.com>
Spanish Art Culture and History – <http://www.spanisharts.com>

Unit 6

Essential Questions:

- How do emotional feelings affect decision making?
- How do community attitudes influence one's thinking?
- What attitudes identify a person's back ground or heritage?
- What challenges do Hispanics encounter when they relocate to the USA?
- What prejudices did bicultural people face 50 years ago as compared to today's society?
- What cultural habits and influences can be found in the Hispanic society?

Literature: Julia de Burgos – Amor y soledad, Yo misma fui mi ruta

Luis Pales Matos _ Danza negra

Sandra Cisneros – Bad boys, My wicked ways, House on Mango Street

Ruben Quesada – Dark Matller, Winter landscape

Sabine Ulibarri – Se fue por clavos

Culture: Puerto Rico, Venezuela, Spanish American

Celebrations: Saint Valentine Day, Friendship Day

Art: Diego Rodríguez de Silva Velázquez

Community: Field Experience with community, maintain journal of field experience and share notes

Grammar: Pronouns (subject, pronouns, indirect, dirdirect, relative), prepositions

Listening: AP Spanish Language and Culture Preparing for Examination tapes

Barron's AP Spanish 7th Edition

REA: AP Spanish Language

ETC.

Speaking: Communicative situations: debates, summaries, presentations, dialogue, etc.

Assignments: Weekly journal entries, internet research with presentations, compositions, dialogs, community presentations, etc.

Assessments: Homework, classroom follow up assignments, quizzes, tests, presentations, projects

Projects: Create a power point or poster of images that influence personality

Internet Resources:

Spanish Literature - <http://www.imacinglestotas.com/enlaces.htm>

Puerto Rico Home Page – <http://welsome.topuertorico.org>

Venezuela – <http://www.think.venezuela.net>

Diego Velazquez Web Museum – <http://www.ibiblio.org/wm/paint/auth/velazquez>

Spanish Art Culture and History – <http://www.spanisharts.com>

Unit 7

Essential Questions:

- What attitudes and actions demonstrate a person's intellect?
- Why do physical appearances need to be nurtured?
- What nutritional elements protect our physical and mental body?
- What challenges do writers face to create humorous literature?
- How do writers address the understatement, incongruity and exaggerations of humor?
- How do writers use poetry and literary works to demonstrate their dissatisfaction or disagreement with the current political society?

- Literature: Isabelle Allende – Clarisse
Gabriela Mistral – Sonetos de la muerte, Lectura para mujeres
Pablo Neruda – La United Fruit, Oda a unas flores amarillas
Horacio Castillo
- Culture: Chile, El Salvador, Bolivia
- Celebrations: National Language Week, Saint Patrick,
- Art: Dali
- Community: Field Experience with community, maintain journal of field experience and share notes
- Grammar: Interrogative, exclamatory, negative
- Listening: AP Spanish Language and Culture Preparing for Examination tapes
Barron's AP Spanish 7th Edition
REA: AP Spanish Language
ETC.
- Speaking: Communicative situations: debates, summaries, presentations, dialogue, etc.
- Assignments: Weekly journal entries, internet research with presentations, compositions, dialogs, community presentations, etc.
- Assessments: Homework, classroom follow up assignments, quizzes, tests, presentations, projects
- Projects: Create presentation pertaining to nutritional foods and essential physical activities

Internet Resources:

- Spanish Literature - <http://www.imacinglestotas.com/enlaces.htm>
Chile – <http://www.state.gov/r/pa/ei/bgn/1981.htm>
El Mercurio Internet – ChileNewspaper – <http://www.mercurio.cl>
El Salvador – <http://www.elsalvador.com>
La Prensa Gradica – El Salvador Newspaper – <http://www.laprensa.com>
Bolivia Web – <http://boliviaweb.com>
El Dario Electronico – Bolivia Internet Newspaper – <http://www.copesa.cl>
La Razon Digital – Bolivia Newspaper – <http://www.la-razon.com>
Spanish Art Culture and History – <http://www.spanisharts.com>

Unit 8

Essential Questions:

- What dangerous situations should be avoided in life?
- What precautions should be taken to have a normal life?
- What norms should be followed to respect and protect the community?
- Why do writers use poetry and literary works to express their discontent with society?
- Why do people lack emotional feelings towards each other?

- Literature: Ruben Dario – Lo fatal, Sonatina, A Roosevelt
Adolfo Herrera Garcia – Juan Varela
Carlos Luis Fallas – Barretos y otros cuentos
- Culture: Nicaragua, Costa Rica
- Art: Orozco
- Community: Field Experience with community, maintain journal of field experience and share notes
- Listening: AP Spanish Language and Culture Preparing for Examination tapes
Barron's AP Spanish 7th Edition
REA: AP Spanish Language
ETC.
- Speaking: Communicative situations: debates, summaries, presentations, dialogue, etc.
- Assignments: Weekly journal entries, internet research with presentations, compositions, dialogs, community presentations, etc.
- Assessments: Homework, classroom follow up assignments, quizzes, tests, presentations, projects,
- Projects: Advice of do's and don'ts to maintain a healthy and safe life

Internet Resources:

- Spanish Literature - <http://www.imacinglestotas.com/enlaces.htm>
Nicaragua – <http://www.state.gov/r/pa/el/bgn/1850.htm>
La Prensa – Nicaragua Newspaper – <http://www.laprensa.com.ni>
La Tribuna – Nicaragua Newspaper – <http://www.mediatatico.com/prensa>
La Nación – Costa Rica Newspaper – <http://www.nacion.com>
La Republica – Costa Rica Business – <http://www.larepublic.com>
Spanish Art Culture and History – <http://www.spanisharts.com>

Unit 9

Essential Questions:

- What habits and custom do parents use to protect their children?
- Should children care for their ailing parents? Why or why not?
- What objectives are important to live a prosperous and happy life?
- What different dialects and language interpretations can be found in Spanish speaking countries?

Literature: Jose Marti – Ismaelito, La edad de oro

Bertrudis Gomez – Al partir

Nicolas Guillen – Bucate plata

Hugo Mayo

Adalberto Ortiz

Culture: Cuba, Ecuador, Panama

Celebrations: International Labor Day, All Fools day, Graduation

Art: Frida Kahlo

Community: Field Experience with community, maintain journal of field experience and share notes

Listening: AP Spanish Language and Culture Preparing for Examination tapes

Barron's AP Spanish 7th Edition

REA: AP Spanish Language

ETC.

Speaking: Communicative situations: debates, summaries, presentations, dialogue, etc.

Assignments: Weekly journal entries, internet research with presentations, compositions, dialogs, community presentations, etc.

Assessments: Homework, classroom follow up assignments, quizzes, tests, presentations, projects,

Projects: Presentations of future careers, employments

Internet Resources:

Spanish Literature - <http://www.imacinglestotas.com/enlaces.htm>

Cuba – <http://www.cuba.com>

Periodico Trabajadores – Cuba Newspaper – www.trabajadores.cubaweb.cu

Ecuador – <http://www.ecuador.com>

El Universo – Ecuador Newspaper – <http://www.eluniverso.com>

El Comercio – Ecuador Newspaper – <http://elcomercio.terra.com.es>

La Prensa – Panama Newspaper – <http://www.prensa.com>

Frida Kahlo Home Page – <http://www.fridakahlo.it>

Classroom activities:

Teaching strategies:

- Technology research, presentations, cultural references, authentic reading sources
- Technological equipment: language lab activities, whiteboard, smartboard, IPOD, IPAD, notebooks, computers, web pages,
- Daily and weekly open discussion topics
- Debate - Topics
 1. Animal activist
 2. Abortion
 3. Death penalty
 4. Minorities
 5. Organ transplant
 6. Sex education
 7. Television violence
 8. Prayer in schools
 9. Smoking
 10. Drugs
 11. Alcoholic beverages
 12. Official languages
 13. Immigration
 14. Fire arms
 15. Military
 16. Government
 17. Global contamination
 18. Standardize testing
 19. Honoring holidays
 20. Machismo
 21. Drinking age
 22. School & universities
 23. Heterosexuals and homosexuals
 24. Televising everything
 25. Other topics
- Journals - Topics
 1. Youth
 2. Publications
 3. Minorities
 4. American society
 5. Social problems
 6. Transportation
 7. Stereotyping
 8. Children
 9. Community
 10. Consumers

11. Current events
 12. Traditional customs
 13. Environment and contamination
 14. Family
 15. Fashion,
 16. Food
 17. Solar energy
 18. Government
 19. Health
 20. Philosophy
 21. Advice
 22. Other topics
- Quizzes assessing objectives
 - Student created assessments instruments
 - Students assessing students
 - Simulated AP test activities

Student activities

- Speaking in targeted language with references to sources to support ideas
- Writing formal and informal sources with evidence when necessary
- Exposure to authentic audio and written sources to enhance comprehension
- Create lesson to teach language to community
- Presentations and projects
- Much more

Internet Spanish Search Engines:

Spanish Search Engines – <http://www.internet-search-engines.com>

Yahoo! En Espanol – <http://espanol.yahoo.com>

Star Media – <http://www.starmedia.com>

Lycos ES – <http://www.lycos.es>

Trovator – <http://trovator.combios.es>

Lista de Buscadores – <http://publited.com.mx/registroenbuscadores/listas.htm>

Spanish Speaking Pen Pals – <http://www.inetworld.net/eac/penpal.htm>

International Pen Friends – <http://www.pen-pals.net/ipf>

Texts:

Alsop, T., Ni Un Dia Sin Poesia, Teacher Discovery, Roseville, Mi 2005

Armen, J., Abriendo Puertas: Lenguaje, An AP Spanish Language Handbook, McDougal Littell, Houghton Mifflin Company, Evanston Ill 60204 2007

Blaz, D., Foreign Language Teacher's Guide to Active Learning, Eye on Education, Larchmont, NY 10538 1999

Camardella- Twomey, P., Escribamos: 25 Guided Essays for Intermediate to Advanced, Teacher Discovery, Roseville, Mi 2005

Cardenas-Bernal, F., Vocabulario Activo: Fichas con Ejercicios, Elemental – Pre-Intermedio, ELI, Recanati, Italia 2003

Cardenas-Bernal, F., Vocabulario Activo: Fichas con ejercicios, Intermedio - Avanzado, ELI, Recanati, Italia 2004

Couch, J.H., McCann, R.D., Rodriguez-Walter, C. Rubio-Maroto, A., Una Vez Mas, Longman Publishing Group, White Plains, NY 10606 2010

Dai Zovi, L., Accent on Art, Spanish and Mexican Art for the Spanish Classroom, Vibrante Press, Albuquerque, NM 87181 2010

Devney-Richmond, D., Practice Makes Perfect: Spanish Verb Tenses, National Textbook Company, Lincolnwood, Il 60712 1996

Diaz, J., Leicher-Prieto, M., & Nissenberg, G., AP Spanish: Preparing for Language Examination, Third Edition, Pearson Education Inc., Boston, MA 02116 2007

Erben, T. & Sarieva, I., Calling All Foreign Language Teachers: Computer Assisted Language Learning in the Classroom, Eye on Education, Larchmont, NY 10528 2008

Giullianelli, E.A., Lecturas Avanzadas: Spanish AP Reader, AMSCO School Publishers, Inc. New York, NY 10013 2002

Hart, B.J., Verb Drills: Past & Present Tenses, Teacher Discovery, Roseville, Mi 2005

Hutchinson, E., NTC Language Master for Advanced Students, National Textbook Company, Lincolnwood, Il 60646 1999

Navarro, J.M., & Navarro Ramil, A.J., Mastering Spanish Vocabulary, Barron's Foreign language Guides, Barron's Educational Series, Inc., Hauppauge, NY 11788 2010

Nissenberg, G., Complete Spanish Grammar, McGraw-Hill, New York 10121 2004

Pfeiffer, R., Cuentos Simpaticos, National Textbook Company, Lincolnwood, IL 1990

Pollack, E.M., Web Works Spanish Internet Activities for Teachers of Spanish, Target Language, Roslyn, NY 11576

Robles-Avila, S., Practicas de Audicion: Fichas con Ejercicios, Elemental – Pre-Intermedio, ELI, Recanati, Italia 2003

Robles-Avila, S., Practicas de Audicion: Fichas con Ejercicios, Intermedio – Avanzado, ELI, Recanati, Italia 2004

Schmitt, C.J., Schaum's Outlines: Spanish Grammar Fourth Edition, McGraw-Hill, New York, 1999

Springer, A.G., Barron's AP: Advance Placement Exam Spanish Seventh Edition, Barron's Educational Series, Inc., Hauppauge, NY 11788 2011