<table>
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<th>SUBJECT</th>
<th>Spanish Native Speakers II</th>
<th>Spanish Native Speakers IV</th>
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| Ideas students are learning | Readings  
*Don Quijote de la Mancha*  
Passive voice  
Literary devices  
Muralists | Readings: Lorca, de la Cruz, Storni, etc.  
Cognates and prepositions  
Peru |   |
| Skills      | Discuss cultural/historical aspects of countries studied  
Distinguish active/passive voice  
Recognize and use literary devices | Analyze readings and poetry  
Use persuasion  
Recognize and discuss the main "recursos" of poetry |   |
| Work and assignments to look for | As Don Quijote, write a letter to Dulcinea  
Create a poem/story using metaphors.  
Design own mural  
Write a story | Write an essay personalizing a theme  
Create an original feminist poem  
Create an essay on a relationship |   |
| Questions Parents Can Ask | How would you describe Don Quijote?  
Dulcinea? Sancho?  
What is a metaphor?  
Give an example of an hyperbole | What is your favorite work and why?  
How does a Spanish-speaker express themselves in poetry?  
What makes a play? |   |
| Special Notes | Encourage students to review vocabulary 10 minutes daily  
Encourage students to read aloud to family members | Encourage daily reading  
Watch and critique a movie as a family  
Encourage students to study vocabulary |   |