

## AP Spanish Language & Culture

### Trabajo de verano

Please have the following items prepared for our first class meeting. We will use your summer work over the course of the first few classes to frame and model the type of work and some of the tools we will use to learn over the course of the year. For any work that requires you to share a document with me ([brobinson@solebury.org](mailto:brobinson@solebury.org)), it should be saved in your GoogleDrive (as a doc, sheet, slide, etc)

- 1) **Netflix - [Perú, Tesoro Escondido](#)** – Mira este documental y conecta con temas / subtemas del curso con ejemplos específicos del documental mientras desarrollas tu vocabulario de los temas.
  - a) Looking at the [Summary of Temas & Contextos](#) (subtemas), take notes as you watch the documentary of which themes and subthemes you observe in the documentary and/or what specific cultural elements (**products, practices, and perspectives**) you observe depicted in the documentary would apply to the themes/subthemes you observe. These examples should be your first examples that go into your [PASAPORTE CULTURAL](#) you will keep all year (make a copy and share it with me)
  - b) Begin to add **vocabulario clave** (that is NEW to you) into your [GLOSARIO PERSONAL](#) (make a copy and share it with me)
  
- 2) **Poema - "[Versos sencillos](#)" (José Martí de Cuba)** – Antes de leer el poema, debes hacer una investigación breve de la época de la Independencia Cubana si no tienes mucho conocimiento histórico de esta época. Después, lee el poema y conecta con temas / subtemas del curso con ejemplos específicos (**productos, prácticas y perspectivas**) de la historia de la Independencia Cubana mientras desarrollas tu vocabulario de los temas.
  - a) Looking at the [Summary of Temas & Contextos](#) (subtemas), complete the same steps you did for the documentary of adding specific examples of thematic (and sub thematic) cultural/historical elements (**products, practices, and perspectives**) of the poem/time period as it relates to Cuba and/or España to your [PASAPORTE CULTURAL](#)
  - b) Add **vocabulario clave** (that is NEW to you) into your [GLOSARIO PERSONAL](#)
  
- 3) **Lee un artículo de tu elección** – tiene que tratar de uno de los 6 temas principales (from the [Summary of Temas & Contextos](#)) que te interesa más y completa [notas de selección](#).
  - Sitios de web posibles para encontrar un artículo (*but feel free to find your article anywhere!*)
    - [La Jornada](#) - periódico mexicana

- [CNN en Español](#) –*haz clic por los enlaces de latinoamérica o España*
- b) Looking at the [Summary of Temas & Contextos](#) (subtemas), complete the same steps you did for the documentary of adding specific cultural elements (**products, practices, and perspectives**) referenced in the article that would apply to the themes/subthemes you observe into your [PASAPORTE CULTURAL](#)
  - c) Add **vocabulario clave** (that is NEW to you) into your [GLOSARIO PERSONAL](#) (these will be on your notas de seleccion doc and you can just copy them in).
- 4) **Escucha un podcast de DuoLingo de tu elección.**
- a) EDIT FROM THIS DOC!
    - INCLUDE RUBRIC AT END for students to consider what quality work looks like ???
  - b) Looking at the [Summary of Temas & Contextos](#) (subtemas), complete the same steps you did for the documentary of adding specific cultural elements (**products, practices, and perspectives**) referenced in the article that would apply to the themes/subthemes you observe into your [PASAPORTE CULTURAL](#)
  - c) Add **vocabulario clave** (that is NEW to you) into your [GLOSARIO PERSONAL](#)