DE Spanish 5	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
World Language--Spanish	Two terms
GRADE LEVEL	**DATE LAST REVIEWED**
11-12 (10th grade with teacher approval due to dual credit)	*6/2023*
PREREQUISITE(s) if applicable	**BOARD APPROVAL DATE**
Spanish 4 or equivalent	*6/2023*
PRIMARY RESOURCE if applicable	
Abriendo Paso Gramatica (Level V), Pearson	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

Spanish 5 will expand and spiral previous knowledge by writing, speaking, and reading at an advanced level. Students will compare and contrast Hispanic cultures and lifestyles with American culture and lifestyles. Students will express themselves by initiating and sustaining conversations utilizing both indicative and subjunctive moods. Students will express ideas orally with accuracy and fluency. Student will read and analyze authentic literature and write essays using advanced grammatical concepts. Course content will reflect intellectual interests shared by the students and teacher in such areas as literature, the arts, history, pastimes or hobbies, and culture. Spanish 5 places the student in an environment that prepares the serious student for continued growth in preparation for further study and enjoyment.

This course may be taken for dual credit through UW-Oshkosh CAPP.
WEIGHTED GRADE

ENDURING UNDERSTANDINGS Students will understand that...	**ESSENTIAL QUESTIONS** Students will keep considering...
Comparing and contrasting one's own and other language and culture enables individuals to gain new insight about self and the world.	How do various cultures use stories to teach lessons? How do the roles that families and communities fulfill differ in societies around the world? How are aspects of identity expressed in various situations? How does learning another language and culture influence who I am and my view of the world? How do language and culture influence individual actions? How do I interact in a culturally appropriate manner with others? How do we define "quality of life"? How are we preparing for life in the future? What impacts our point of view? What is a global citizen, and what are the responsibilities?
Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	
Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.	
Culture and language are inseparable; they influence and reflect each other.	
The study of world languages enables individuals to participate in multiple communities and enriches their experiences.	

PRIORITY STANDARDS
Students will know and be able to...

Standard 1 Interpretive Communication:
Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.

Standard 2 Interpersonal Communication:
Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.

Standard 3 Presentational Communication:
Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.

SUPPORTING STANDARDS
Students will know and be able to...

Standard 4 Intercultural Communication
Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.

Standard 5 Global Competence and Community Engagement
Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.

Learning from the past		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
How do various cultures use stories to teach lessons? How do the roles that families and communities fulfill differ in societies around the world?	Learning from the past	*By the end of this course, students will reach the following proficiency levels:* *Listening proficiency: Intermediate Mid* *Speaking: Intermediate Low/Mid* *Writing: Intermediate High* *Reading: Intermediate High* *Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.*
PRIORITY STANDARDS & LEARNING TARGETS		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
Standard 1 Interpretive Communication: **Students use the target language and cultural knowledge to *interpret, analyze, and demonstrate understanding* of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.**	1.a. I can interpret, analyze, and demonstrate understanding of *authentic informational texts* from diverse communities and contexts.	Reading assessments on authentic texts.
	1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts.	
	1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts.	Interpretive Rubric
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge *to negotiate meaning* through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a I can exchange *information, and ideas* about *relevant issues and diverse topics* in linguistically and culturally responsive interactions.	Small group discussions around honor and values. Debate a topic about don Juan Tenorio
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n linguistically and culturally responsive interactions.	
	2.c. I can express, react to, and support *ideas, preferences, and opinions* about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Interpersonal Speaking
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a I can present information and ideas in linguistically and culturally responsive ways to *describe their lives, experiences, and events.*	Students write an essay based on an unforgettable event or a treasure hunt using the past tense, describing the scene, the events and a resolution. Create a dialogue between characters from a story they have read in class.
	3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.*	Presentational Writing
	3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	Presentational Speaking
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	*4.b I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.*	
Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	*5.e I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.*	
Stage 3: PLAN LEARNING EXPERIENCES *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?*		
Students will be able to.. **KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES**	*Students will know...* **KEY CULTURAL AND LINGUISTIC KNOWLEDGE** *(i.e.-Vocabulary , Grammatical Structures), Syntax)*	*Teachers will engage learners in the 3 modes and provide feedback with...* **INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES**
Distinguish between the Preterite v Imperfect	preterite	*I can:* *interpret a short story or a fragment of a Spanish literary work.* *analyze a story in written form with regard to the relationships between people.* *predict and defend the actions of a particular character.* *connect character's actions with their surroundings (time, place)* *analyze a story orally and respond to other's comments.* *evaluate the relationships based on my own experiences.*
	imperfect	
	Don Juan Manuel (possible short stories)	
	Components of legends, myths, and fables	
	temporal adverbs, key expressions that help to select between the preterite and the imperfect	

Here and now		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
How are aspects of identity expressed in various situations? How does learning another language and culture influence who I am and my view of the world?	Here and now	*By the end of this course, students will reach the following proficiency levels:* *Listening proficiency: Intermediate Mid* *Speaking: Intermediate Low/Mid* *Writing: Intermediate High* *Reading: Intermediate High* *Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.*
PRIORITY STANDARDS & LEARNING TARGETS		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
Standard 1 Interpretive Communication: **Students use the target language and cultural knowledge to *interpret, analyze, and demonstrate understanding* of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.**	1.a. I can interpret, analyze, and demonstrate understanding of *authentic informational texts* from diverse communities and contexts. 1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts. 1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts.	*Reading assessments on authentic texts.* *Interpretive*
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge *to negotiate meaning* through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a I can exchange *information, and ideas* about *relevant issues and diverse topics* in linguistically and culturally responsive interactions. 2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n linguistically and culturally responsive interactions. 2.c. I can express, react to, and support *ideas, preferences, and opinions* about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Students work together to create character dialogues to extend out the au Students analyze a story orally and respond to other's comments. Students evaluate the relationships based on their own experiences. Interpersonal Speaking
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a I can present information and ideas in linguistically and culturally responsive ways to *describe their lives, experiences, and events.* 3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.* 3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	*Interpret a short story or a fragment of a Spanish literary work.* *Analyze a story in written form with regard to the relationships between people.* *Predict and defend the actions of a particular character.* *Connect character's actions with their surroundings (time, place)* *Presentational writing*
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	*4.b I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.*	
Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	*5.e I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.*	
Stage 3: PLAN LEARNING EXPERIENCES *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?*		
Students will be able to.. **KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES**	*Students will know...* **KEY CULTURAL AND LINGUISTIC KNOWLEDGE** *(i.e.-Vocabulary , Grammatical Structures), Syntax)*	*Teachers will engage learners in the 3 modes and provide feedback with...* **INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES**
navigate the intricacies of the present tense	present tense with all irregulars	I can: interpret a short story or a fragment of a Spanish literary work. analyze a story in written form with regard to the relationships between people. predict and defend the actions of a particular character. connect character's actions with their surroundings (time, place) analyze a story orally and respond to other's comments. evaluate the relationships based on my own experiences.
	gerund vs. infinitive use	
	ser vs estar	
	passive voice, status reports, accidental "se"	*Una carta a Dios*
	various verbs that express "to become"	
	tener and expressions with tener	
	haber	

Hopes and Dreams		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
How do language and culture influence individual actions? How do I interact in a culturally appropriate manner with others?	Hopes and dreams, preferences, and hypotheticals	*By the end of this course, students will reach the following proficiency levels:* *Listening proficiency: Intermediate Mid* *Speaking: Intermediate Low/Mid* *Writing: Intermediate High* *Reading: Intermediate High* *Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.*
PRIORITY STANDARDS & LEARNING TARGETS		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
Standard 1 Interpretive Communication: **Students use the target language and cultural knowledge to *interpret, analyze, and demonstrate understanding* of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.**	1.a. I can interpret, analyze, and demonstrate understanding of *authentic informational texts* from diverse communities and contexts.	*Menu of project types to show undertanding of short story. Reading assessments on authentic texts.*
	1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts.	
	1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts.	*Interpretive Rubric*
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge *to negotiate meaning* through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a I can exchange *information, and ideas* about *relevant issues and diverse topics* in linguistically and culturally responsive interactions.	Students analyze a story orally and respond to other's comments. Students evaluate the relationships based on their own experiences.
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n linguistically and culturally responsive interactions.	
	2.c. I can express, react to, and support *ideas, preferences, and opinions* about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Interpersonal Speaking Rubric
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a I can present information and ideas in linguistically and culturally responsive ways to *describe their lives, experiences, and events.*	Interpret a short story or a fragment of a Spanish literary work. Analyze a story in written form with regard to the relationships between p predict and defend the actions of a particular character. Connect character's actions with their surroundings (time, place)
	3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.*	
	3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	Presentational Writing Rubric
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	*4.b I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.*	
Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	*5.e I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.*	
Stage 3: PLAN LEARNING EXPERIENCES *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?*		
Students will be able to.. **KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES**	*Students will know...* **KEY CULTURAL AND LINGUISTIC KNOWLEDGE** *(i.e.-Vocabulary , Grammatical Structures), Syntax)*	*Teachers will engage learners in the 3 modes and provide feedback with...* **INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES**
Discuss what we hope/wish will happen. Express our doubts and uncertainties about the world and our future. Express our preferences and make demands upon those around us. Discuss hypothetical situations. Navigate conversations in the past.	subjunctive present (formation)	*Don Juan Tenorio*
	subjunctive past (formation)	Marcelino, pan y vino
	subjunctive noun clauses	Delantal blanco
	subjunctive adjective clauses	"Casi casi"
	subjunctive adverbial clasuse	
	subjunctive hypothetical clasuses	
	commands for all subjects	

Other words, in other words		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
How do we define "quality of life"? How are we preparing for life in the future?	Other word in other words	*By the end of this course, students will reach the following proficiency levels:* *Listening proficiency: Intermediate Mid* *Speaking: Intermediate Low/Mid* *Writing: Intermediate High* *Reading: Intermediate High* *Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.*
PRIORITY STANDARDS & LEARNING TARGETS		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
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	1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts.	
	1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts.	Interpretive rubric
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge *to negotiate meaning* through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a I can exchange *information, and ideas* about *relevant issues and diverse topics* in linguistically and culturally responsive interactions.	Students analyze a story orally and respond to other's comments. Students evaluate the relationships based on their own experiences.
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n linguistically and culturally responsive interactions.	
	2.c. I can express, react to, and support *ideas, preferences, and opinions* about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Interpersonal Speaking Rubric
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a I can present information and ideas in linguistically and culturally responsive ways to *describe their lives, experiences, and events.*	Interpret a short story or a fragment of a Spanish literary work. Analyze a story in written form with regard to the relationships between p predict and defend the actions of a particular character. Connect character's actions with their surroundings (time, place)
	3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.*	
	3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	Presentational Writing Rubric
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	*4.b I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.*	
Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	*5.e I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.*	
Stage 3: PLAN LEARNING EXPERIENCES *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?*		
Students will be able to.. **KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES**	*Students will know...* **KEY CULTURAL AND LINGUISTIC KNOWLEDGE** *(i.e.-Vocabulary , Grammatical Structures), Syntax)*	*Teachers will engage learners in the 3 modes and provide feedback with...* **INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES**
Evaluate word choice.	direct object pronouns	Don Payasito by Ana Maria Matute
	indirect object pronouns	5 Religious and philosophical poems
	reflexive pronouns	Cajas de cartón
	tonic (prepositional) pronouns	"La mimsa luna"
		Mariposa blanca

Testimony		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
What impacts our point of view? What is a global citizen, and what are the responsibilities?	Testimony	*By the end of this course, students will reach the following proficiency levels:* *Listening proficiency: Intermediate Mid* *Speaking: Intermediate Low/Mid* *Writing: Intermediate High* *Reading: Intermediate High* *Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.*
PRIORITY STANDARDS & LEARNING TARGETS		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
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	1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts.	
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	3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.*	Presentational Writing Rubric
	3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	Presentational Speaking Rubric
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	*4.b I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.*	
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Transpose reported Speech to indirect Speech	Verb charts throughout the course	Aventuras vascas (video series-5 episodes)
Maintain sequence of time frame, participants, and messages.	retelling what others have said	Una mariposa blanca
	A complete review of all verb tenses and grammar previously le	Espuma y nada más / Un día de estos
		Mañana del sol