



**SUBJECT: Spanish Level I**

**GRADE LEVEL: 9**

**SCHOOL YEAR: 2022-23**

**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 focus on the development of communication language skills - listening, speaking, reading, and writing. These skills will be practiced helping students interact in a Spanish language context.

Spanish Level I for ninth graders will start developing their proficiency through the interaction and practice on the target language. On this level, students will start making simple conversations and acquiring understanding of the Hispanic culture, vocabulary on different topics, and some basic grammar structures. This class is designed for students who have no prior or basic knowledge of Spanish.

Each quarter students will have a new vocabulary theme, reading and listening comprehension activities, speaking and writing activities, several cultural lessons, interactive activities and continuous practices which can reinforce their vocabulary and grammar.

In this course students will learn to:

- Greet and say goodbye to people at different times of the day. Describe themselves and others, say where they are from, exchange phone numbers, tell what activities they like to do.
- Talk about their day, weather, season, and dates. Mention likes and dislikes.
- Describe classes and classroom objects. Say where things are located, where they go, and tell the time at different times of the day.
- Talk about food and beverages, say which food they like and dislike. Make comparisons, express possession and learn about the Hispanic culture.

**COURSE OBJECTIVES:**

- The goal of this course is to develop 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 build 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 have the opportunity to develop their cultural knowledge related to Hispanic countries. Topics covered during class will help students interact with Spanish-speaking patrons from different countries and gain deeper knowledge and understanding of language and 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.

**PRIMARY TEXTBOOK & OTHER RESOURCES:**

**Textbook**

- Avancemos 1A, Copyright 2018 Houghton Mifflin Publishing Company
- Avancemos Workbook 1A, Copyright 2018 Houghton Mifflin Publishing Company

**Program Resources from Textbook**

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

**Internet Resources**

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

**School Resources**

- Google classroom.
- Spanish dictionary (compulsory).

**ASSESSMENT:**

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

**ADDITIONAL INFORMATION:** Please see Google Classroom for more information.

<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 12<sup>th</sup></b> <b>3 Days of Class</b> <i>10~ First Day / Orientation Day</i>	Wednesday – 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>

<p><b>Week 2</b>  <b>Aug 15<sup>th</sup> to 19<sup>th</sup></b>  <i>Opening Mass</i></p>	<p><b>Diagnostic Activity</b></p> <ul style="list-style-type: none"> <li>• Introduce and state the name of my classmates</li> <li>• State the names and something about each of my classmates</li> <li>• Introduce classroom phrases and questions</li> <li>• Introduce lesson theme: ¡Hola!</li> </ul>
<p><b>Week 3</b>  <b>Aug 22<sup>nd</sup> to 26<sup>th</sup></b></p>	<p><b>Preliminary Section: ¡Hola!</b></p> <ul style="list-style-type: none"> <li>• Greetings and saying goodbye</li> <li>• Regionalisms for ways of greeting</li> <li>• Say names in Spanish</li> <li>• Familiar and formal greetings</li> <li>• Correct use of letter h in Spanish</li> <li>• Review - Weekly Quiz/Activity (Oral)</li> </ul> <p>(Pages 2 – 5)</p>
<p><b>Week 4</b>  <b>Aug 29<sup>th</sup> to Sep 2<sup>nd</sup></b></p>	<p><b>Preliminary Section: ¡Hola!</b></p> <ul style="list-style-type: none"> <li>• Learn to make introductions</li> <li>• Learn the Spanish Alphabet</li> <li>• Practice spelling words in Spanish</li> <li>• Pronouncing the Spanish vowels: <b>a, e, i, o, u</b></li> <li>• <b>Culture:</b> Murales de Manuel Vega</li> <li>• Review - Weekly Quiz/Activity (Oral)</li> </ul> <p>(Pages 6 – 11)</p>
<p><b>Week 5</b>  <b>Sep 5<sup>th</sup> to 9<sup>th</sup></b>  <b>4 Days of Class</b>  <i>8~ Mass &amp; Birthday Mother Mary</i>  <i>9<sup>th</sup> – Moon Festival</i></p>	<p><b>Preliminary Section: ¡Hola!</b></p> <ul style="list-style-type: none"> <li>• Names of countries in the Spanish-speaking world</li> <li>• Say where someone is from</li> <li>• Ask where they are from</li> <li>• Culture: Teaching with maps (Los países hispanohablantes)</li> <li>• Learn numbers from zero to ten</li> <li>• Dialogue introducing yourself and exchange numbers</li> <li>• Review - Weekly Quiz/Activity (Oral)</li> </ul> <p>(Pages 12 – 17)</p>
<p><b>Week 6</b>  <b>Sep 12<sup>th</sup> to 16<sup>th</sup></b>  <i>Pre-Exam Days</i></p>	<p><b>Preliminary Section: ¡Hola!</b></p> <ul style="list-style-type: none"> <li>• Los días de la semana</li> <li>• ¿Qué tiempo hace?</li> <li>• Practice weather expressions and seasons</li> <li>• Review - Weekly Quiz/Activity (Oral)</li> </ul> <p>(Pages 18 – 23)</p>
<p><b>Week 7</b>  <b>Sep 19<sup>th</sup> to 23<sup>rd</sup></b></p>	<p><b>Culture: “Las Celebraciones”</b></p> <ul style="list-style-type: none"> <li>- Agosto: Feria de Malaga</li> <li>- Agosto: La Tomatina</li> <li>- Septiembre: Dia de la Independencia</li> <li>• Preparation for Cultural Art Project: Create a Mosaic</li> </ul>
<p><b>Week 8</b>  <b>Sep 26<sup>th</sup> to 30<sup>th</sup></b>  <b>2 Days of Class</b>  <i>28-30 ~Teacher’s Conference</i></p>	<p><b>Presentation of Cultural Art Project</b>  <b>Preparation/Presentation – Bulletin Board about Yourself</b></p>
<p><b>Week 9</b>  <b>Oct 3<sup>rd</sup> to 7<sup>th</sup></b>  <b>3 Days of Class</b>  <i>6-7 ~Q1 Exams</i></p>	<p><b>Review and 1<sup>st</sup> Quarter Written Exam</b></p>

## 2<sup>nd</sup> 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 (10)</b> <b>Oct 10<sup>th</sup> to 14<sup>th</sup></b> <b>4 Days of Class</b> <i>10 – Double 10 Holiday</i>	<b>Unidad 1: Estados Unidos: - Lección 1: ¿Qué te gusta hacer?</b> <ul style="list-style-type: none"> <li>• Introduce lesson theme: ¿Qué te gusta hacer?</li> <li>• Cultural comparison for everyday activities</li> <li>• Learn about daily activities, snack foods, likes and dislikes</li> <li>• Cognates and Comparisons</li> <li>• Regionalisms for Vocabulary</li> <li>• Review - Weekly Quiz/Activity (Oral)</li> </ul> <p style="text-align: right;">(Pages 30 - 33)</p>
<b>Week 2 (11)</b> <b>Oct 17<sup>th</sup> to 21<sup>st</sup></b>	<b>Unidad 1: Estados Unidos: - Lección 1: ¿Qué te gusta hacer?</b> <ul style="list-style-type: none"> <li>• Use the verb “<b>gustar</b>” + infinitive</li> <li>• Subject Pronouns and “<b>Ser</b>”</li> <li>• Use verb “<b>Ser + de</b>” &amp; location - to tell where someone is from</li> <li>• Present “<b>a</b>” + noun/pronoun</li> <li>• Review/ Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 34 – 44)</p>
<b>Week 3 (12)</b> <b>Oct 24<sup>th</sup> to 28<sup>th</sup></b> <i>25-27 – Book Fair</i> <i>28- Masquerade Night</i> <i>TBA-Holy Rosary Mass</i>	<b>Unidad 1: Estados Unidos: - Lección 1: ¿Qué te gusta hacer?</b> <ul style="list-style-type: none"> <li>• <b>Comparación Cultural:</b> El arte de Miami</li> <li>• <b>Culture:</b> Students in schools in Florida</li> <li>• Create a Survey to compare favorite activities of teens</li> <li>• <b>Write an email:</b> Introducing yourself, where are you from and what you like and don’t like to do</li> </ul> <p style="text-align: right;">(Pages 45 – 51)</p>
<b>Week 4 (13)</b> <b>Oct 31<sup>st</sup> to Nov 4<sup>th</sup></b> <i>1-All Saint’s Day Mass</i>	<b>Unidad 1: Estados Unidos: - Lección 2: Mis amigos y yo</b> <ul style="list-style-type: none"> <li>• Introduce lesson theme: ¿Qué te gusta hacer?</li> <li>• Use ser to describe what someone is like</li> <li>• Adjectives to describe yourself and friends</li> <li>• Review/ Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 58 – 63)</p>
<b>Week 5 (14)</b> <b>Nov 7<sup>th</sup> to 11<sup>th</sup></b>	<b>Unidad 1: Estados Unidos: - Lección 2: Mis amigos y yo</b> <ul style="list-style-type: none"> <li>• Definite and Indefinite articles.</li> <li>• Practice the verb “<b>gustar</b>” + infinitive</li> <li>• The letter ñ and its /ny/ sound.</li> <li>• Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 64 – 71)</p>
<b>Week 6 (15)</b> <b>Nov 14<sup>th</sup> to 18<sup>th</sup></b>	<b>Unidad 1: Estados Unidos: - Lección 2: Mis amigos y yo</b> <ul style="list-style-type: none"> <li>• Present noun – adjective agreement</li> <li>• Use adjective that describe people</li> <li>• <b>Comparación cultural:</b> The art of Carmen Lomas Garza</li> <li>• Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 72 – 78)</p>
<b>Week 7 (16)</b> <b>Nov 21<sup>st</sup> to 25<sup>th</sup></b> <i>25 - YSC Contest</i> <i>25-Gr.12 Q2 Exam</i>	<b>Unidad 1: Estados Unidos: - Lección 2: Mis amigos y yo</b> <ul style="list-style-type: none"> <li>• Review descriptive adjectives, noun-adjective agreement, and indefinite articles by playing a game</li> <li>• Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 79 – 81)</p>
<b>Week 8 (17)</b> <b>Nov 28<sup>th</sup> to Dec 2<sup>nd</sup></b> <b>Pre-Exam Days</b> <i>28-Gr.12 Q2 Exam</i>	<b>Unidad 1: Estados Unidos</b> <ul style="list-style-type: none"> <li>• Todo Junto – Repaso de la lección 1</li> <li>• Todo Junto – Repaso de la lección 2</li> </ul> <p style="text-align: right;">(Pages 56 – 57)</p> <p style="text-align: right;">(Pages 84 – 85)</p>

	<ul style="list-style-type: none"> <li>Read three personal accounts describe them and state their favorite activities. Compare favorite activities of teens with your favorite activities.</li> </ul>
<b>Week 9 (18)</b> <b>Dec 5<sup>th</sup> to 9<sup>th</sup></b> 8 - Foundation Day Celebrations	<ul style="list-style-type: none"> <li><b>Lectura Cultural:</b> After-school activities in Miami and San Antonio – Do Comprehension Questions</li> <li>Make up a Cultural Lecture about your hometown (After – school activities)</li> </ul>
<b>Week 10 (19)</b> <b>Dec 12<sup>th</sup> to 16<sup>th</sup></b> <b>3 Days of Class</b> 15-16 ~Q2 Exams	<b>Review and 2<sup>nd</sup> Quarter Written Exam</b>
<b>Dec 19<sup>th</sup> to Jan 2<sup>nd</sup></b>	<b>Christmas Break</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 5 to 6<sup>th</sup></b> <b>2 Days of Class</b>	<b>Unidad 2: México: - Lección 1: Somos estudiantes</b> <ul style="list-style-type: none"> <li>Introduce lesson theme: ¡Vamos a la escuela!</li> <li>Understand vocabulary about time, school and class schedules, numbers, school subjects, classroom activities.</li> <li>Practice telling time</li> <li>Create personal class schedule</li> <li>Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 94 – 99)</p>
<b>Week 2 (21)</b> <b>Jan 9<sup>th</sup> to 13<sup>th</sup></b>	<b>Unidad 2: México: - Lección 1: Somos estudiantes</b> <ul style="list-style-type: none"> <li>Use the verb “<b>tener</b>”</li> <li>Practice the verb <b>tener</b> + school subjects</li> <li>Practice the verb <b>tener</b> + expressions of frequency</li> <li><b>Comparación cultural:</b> Uniformes escolares</li> <li>Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 100 - 103)</p>
<b>Week 3 (22)</b> <b>Jan 16<sup>th</sup> to 20<sup>th</sup></b>	<b>Unidad 2: México: - Lección 1: Somos estudiantes</b> <ul style="list-style-type: none"> <li>Present tense of <b>-ar</b> verbs</li> <li>Practice the verb “<b>tener</b>” vocabulary and expressions of frequency.</li> <li>Use the present tense of regular verb - <b>ar</b> verb.</li> <li>Pronunciation of the letter “<b>ch</b>” sound in Spanish.</li> <li><b>Comparación cultural:</b> Learn about murals in Mexico</li> <li>Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 106 - 112)</p>
<b>Jan 23<sup>rd</sup> to 27<sup>th</sup></b>	<b>Chinese New Year</b>
<b>Week 4 (23)</b> <b>Jan 30<sup>th</sup> to Feb 3<sup>rd</sup></b>	<b>Unidad 2: México: - Lección 1: Somos estudiantes</b> <ul style="list-style-type: none"> <li>Review numbers by playing a game</li> <li>Describe your School using vocabulary in context</li> <li>Repaso de la Lección (Unidad 2 – Lección 1)</li> <li>Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 118-119)</p>
<b>Week 5 (24)</b> <b>Feb 6<sup>th</sup> to 10<sup>th</sup></b>	<b>Unidad 2: México: - Lección 2: En la escuela</b> <ul style="list-style-type: none"> <li>Introduce lesson theme: En la escuela</li> <li>Classroom objects, places in the school and adjectives</li> <li>Understand adjectives and opposite</li> </ul>

	<ul style="list-style-type: none"> <li>• TPR Activity about different situations</li> <li>• Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 122-127)</p>
<p style="text-align: center;"><b>Week 6 (25)</b> <b>Feb 13<sup>th</sup> to 17<sup>th</sup></b></p>	<p><b>Unidad 2: México: - Lección 2: En la escuela</b></p> <ul style="list-style-type: none"> <li>• Present the uses of the verb “<b>estar</b>”</li> <li>• Use adjectives to describe feelings</li> <li>• Use vocabulary for places in school</li> <li>• Use prepositions of place and vocabulary</li> </ul> <p style="text-align: right;">(Pages 128-133)</p>
<p style="text-align: center;"><b>Week 7 (26)</b> <b>Feb 20<sup>th</sup> to 24<sup>th</sup></b> <i>20-24 ~IOWA</i> <i>22 ~ Ash Wednesday Mass</i> <i>21-23 ~ Pre-Exam Days</i></p>	<p><b>Unidad 2: México: - Lección 2: En la escuela</b></p> <ul style="list-style-type: none"> <li>• Use the verb “<b>ir</b>”</li> <li>• Use the verb “<b>ir</b>” and lesson vocabulary</li> <li>• Naming places in school</li> <li>• Pronunciation of the different sounds of letter d</li> <li>• Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 134-135)</p>
<p style="text-align: center;"><b>Week 8 (27)</b> <b>Feb 27<sup>th</sup> to March 3<sup>rd</sup></b> <b>3 Days of Class</b> <i>27-28 ~ 228 Memorial Day Holiday</i></p>	<p><b>Unidad 2: México: - Lección 2: En la escuela</b></p> <ul style="list-style-type: none"> <li>• Read two compositions about Mi clase favorita and compare ways of explaining and talking about favorite class.</li> <li>• Read about yarn painting in Mexico and rock drawing in the Dominican Republic.</li> <li>• Compare two different cultures.</li> <li>• Repaso de la lección</li> </ul> <p style="text-align: right;">(Pages 142-147)</p>
<p style="text-align: center;"><b>Week 9 (28)</b> <b>March 6<sup>th</sup> to 10<sup>th</sup></b> <b>4 Days of Class</b> <i>11 – Q3 Exams</i></p>	<p><b>Review and 3<sup>rd</sup> Quarter Written Exam</b></p>

## 4th 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 style="text-align: center;"><b>Week 1 (29)</b> <b>March 13<sup>th</sup> to 17<sup>th</sup></b> <b>4 Days of Class</b> <i>13 – Q3 Exams</i> <i>14~ Q4 Begins</i></p>	<p><b>Unidad 3: Puerto Rico: - Lección 1: Mi comida favorita</b></p> <ul style="list-style-type: none"> <li>• Introduce Lesson theme: Mi comida favorita</li> <li>• Learn and compare food from different countries</li> <li>• Introduce vocabulary about food and meals</li> <li>• Recycle gustar + infinitive</li> <li>• Interrogative words</li> <li>• Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 156 – 161)</p>
<p style="text-align: center;"><b>Week 2 (30)</b> <b>March 20<sup>th</sup> to 24<sup>th</sup></b> <i>20 ~ Fire Drill</i></p>	<p><b>Unidad 3: Puerto Rico: - Lección 1: Mi comida favorita</b></p> <ul style="list-style-type: none"> <li>• User verb “gustar” with nouns</li> <li>• Use “gustar” to express what foods you like and don’t like</li> <li>• Use “gustar” with nouns</li> <li>• Correct use or r and rr</li> <li>• Review/Weekly Quiz</li> </ul> <p style="text-align: right;">(Pages 162 – 167)</p>
<p style="text-align: center;"><b>Week 3 (31)</b> <b>March 27<sup>th</sup> to 31<sup>st</sup></b></p>	<p><b>Unidad 3: Puerto Rico: - Lección 1: Mi comida favorita</b></p> <ul style="list-style-type: none"> <li>• Present tense of -er and -ir verbs</li> <li>• Get familiar with the verb “hacer” and connect ir to -er verbs</li> <li>• Create an ad for a supermarket</li> </ul>

	<ul style="list-style-type: none"> <li>• Prepare to make your visual and audio ad</li> <li>• Lectura ¡A comprar y a comer!</li> <li>• Repaso de la lección</li> <li>• Review/Weekly Quiz</li> </ul> <p>(Pages 168 - 177)</p>
<b>Apr 3<sup>rd</sup> to 14<sup>th</sup></b>	<b>Easter Break</b>
<b>Week 4 (33)</b> <b>Apr 17<sup>th</sup> to 21<sup>st</sup></b>	<p><i>Unidad 3: Puerto Rico: - Lección 2: En mi familia</i></p> <ul style="list-style-type: none"> <li>• Introduce Lesson theme: En mi familia</li> <li>• Introduce family member's vocabulary</li> <li>• Express possession using de</li> <li>• Culture: Learn about la sobremesa and compare mealtime traditions</li> <li>• Review/Weekly Quiz</li> </ul> <p>(Pages 184 - 187)</p>
<b>Week 5 (34)</b> <b>Apr 24<sup>th</sup> to 28<sup>th</sup></b> <i>24-28 ~ AP Mock Exams</i>	<p><i>Unidad 3: Puerto Rico: - Lección 2: En mi familia</i></p> <ul style="list-style-type: none"> <li>• Present possessive adjectives</li> <li>• Pronunciation of letter j in Spanish</li> <li>• Practice saying and writing dates</li> <li>• <b>Comparación cultural:</b> Las elecciones en Puerto Rico</li> <li>• Review/Weekly Quiz</li> </ul> <p>(Pages 190 - 194)</p>
<b>Week 6 (35)</b> <b>May 1<sup>st</sup> to 5<sup>th</sup></b> <i>2-4~ Pre-Exam</i> <i>1-5~ Final Exams (K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	<p><i>Unidad 3: Puerto Rico: - Lección 2: En mi familia</i></p> <ul style="list-style-type: none"> <li>• Present comparatives</li> <li>• Use of comparatives words mayor, menor, mejor and peor</li> <li>• Use of comparatives más...que, menos..que, and tan...como</li> <li>• Describing famous people to make comparisons</li> <li>• Review/Weekly Quiz</li> </ul> <p>(Pages 195 - 198)</p>
<b>Week 7 (36)</b> <b>May 8<sup>th</sup> to 12<sup>th</sup></b> <i>8-12~ Final Exams (K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	<p><i>Unidad 3: Puerto Rico: - Lección 2: En mi familia</i></p> <ul style="list-style-type: none"> <li>• <b>Culture:</b> Discuss the portraits of Rafael Tufiño and Fernando Sayán Polo</li> <li>• <b>Presentation:</b> My Family (Using comparatives)</li> <li>• <b>Lectura cultural:</b> La quinceañera</li> <li>• Repaso de la lección</li> <li>• Review/Weekly Quiz</li> </ul> <p>(Pages 199 - 209)</p>
<b>Week 8 (37)</b> <b>May 15<sup>th</sup> to 19<sup>th</sup></b> <b><u>3 Days of Class</u></b> <i>18-19~ Q4 Exams</i>	<b>Project Based Quarter Exam Preparation and Presentation</b>
<b>Week 9 (38)</b> <b>May 22<sup>nd</sup> to 26<sup>th</sup></b> <b><u>4 Days of Class</u></b> <i>22~ Record Day</i> <i>23-26 ~ Student Clearance</i>	<b>End of the year activities</b>
<b>Week 10 (39)</b> <b>May 29<sup>th</sup> to June 2<sup>nd</sup></b> <b><u>4 Days of Class</u></b> <i>1 ~ Students Last Day</i> <i>2~ Teachers/Staff Meeting</i>	<b>Recognition Week/ End of the year activities</b>