MIDDLE SCHOOL
SPANISH

Length of Course: Term
Elective/Required: Required
Schools: Middle Schools
Eligibility: Grades 6, 7, 8
Credit Value: N/A
Date Approved: 1/22/07
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"Modifications will be made to accommodate IEP mandates for classified students."
WORLD LANGUAGES PROGRAM

STATEMENT OF PURPOSE

The knowledge of a foreign language is a universal tool that opens gateways to human understanding and presents a new approach to dealing with everyday realities of life. The study of a foreign language and of the culture for which it is the vehicle sensitizes students to the reality of cultural differences and similarities. Thus, a full and rich experience in the learning of a foreign language develops understanding of and appreciation for people of differing cultures.

We believe that the study of a foreign language plays an essential role in the intellectual development and total enrichment of the individual. Furthermore, foreign language study contributes to the fulfillment of academic, vocational and/or personal goals. Consequently, students should be provided the means to pursue foreign language study to the extent that their interests and abilities permit.

An effective world languages program recognizes individual differences in learning patterns and abilities and tailors courses to students with diverse needs and interests. Thus, we endeavor to provide a comprehensive and coordinated foreign language program that is a rewarding and satisfying experience for each learner.

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DEPARTMENTAL PHILOSOPHY

1. The study of another language leads to **communication**. Our goal is to teach **all** students to communicate beyond their native languages in order to participate effectively in this world. Communication involves the interpretive, presentational and interpersonal modes.

2. The study of another languages leads to **understanding other cultures**. Our goal is to recognize what is common to all human experience and to accept that which is different. Students will have experiences with products and practices in order to develop an understanding of the various perspectives of the cultures of the target language.

3. The study of another language leads to **critical thinking skills**. Our goal is to enhance the ability to analyze, to compare and contrast, to synthesize, to improvise, and to examine cultures through a language and a perspective other than one’s own.

4. The study of another language leads to an **Interdisciplinary view** of the curriculum. Our goal is to have every student begin language study as early as possible in an interdisciplinary environment.
STATEMENT ON CONTENT STANDARDS

All students completing the middle school sequence in world languages should be able to meet the New Jersey State Content Standards for Grade 8. It is assumed that these students will be continually enrolled in the same language through Grade 8.

**STANDARD 7.1 (COMMUNICATION) - ALL STUDENTS WILL BE ABLE TO COMMUNICATE IN AT LEAST ONE WORLD LANGUAGE IN ADDITION TO ENGLISH. THEY WILL USE LANGUAGE TO: ENGAGE IN CONVERSATION; UNDERSTAND AND INTERPRET SPOKEN AND WRITTEN LANGUAGE; PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE MAKING CONNECTIONS WITH OTHER DISCIPLINES; COMPARE THE LANGUAGE/CULTURE STUDIED WITH THEIR OWN; AND PARTICIPATE IN MULTILINGUAL COMMUNITIES.**

Descriptive Statement: The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are:

- **The Interpretive Mode:** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines."

- **The Interpersonal Mode:** Students engage in direct oral and/or written communication. Examples involving "two-way", interactive communication are conversing face-to-face, or exchanging personal letters or e-mail messages.

- **The Presentational Mode:** Students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this "one-to-many" mode of communication are making a presentation to a group or writing an article for the school newspaper.
Descriptive Statement: With the adoption of national and state standards, a new way of conceptualizing the study of culture has been introduced into the world languages classroom. In addition to the traditional ways of learning about culture (i.e., studying the facts, events, famous people, and monuments), standards-based language instruction encompasses a fuller more comprehensive view of culture. The anthropological concept of cultural products, practices, and perspectives provides a relatively new framework for the studying and experiencing of culture for most teachers and students and forms the foundation for student achievement of the culture standard in this document.

Cultural Products. The products of a culture may be tangible (e.g., a painting, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, a system of education, graveside eulogies). The culture standard focuses on how these cultural products reflect the perspectives (attitudes, values and beliefs) of the culture studied.

Cultural Practices. The practices of a culture refer to patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter's hand after an excellent speech. The culture standard focuses on practices derived from the perspectives (traditional ideas, attitudes and values) of the culture studied.

Cultural Perspectives. As defined by the standards, the perspectives of a culture would include the popular beliefs, the commonly held values, the folk ideas, the shared values, and the assumptions widely held by members of a culture. The perspectives of a culture sanction the cultural practices and create a need for the products. The perspectives provide the reason for "why they do it that way" and the explanation for "how can they possibly think that?" Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the culture standard.

Language, as the key to culture, can tell us what is important to a group of people, what they do for work and play, what their social values are, what level of technology they enjoy, where they come from, and much more. Language and culture as such, are inseparable.

The following cumulative progress indicators for the culture standard are organized according to the three modes of communication: interpretive, interpersonal and presentational.
NEW JERSEY CORE CONTENT STANDARDS
FOR WORLD LANGUAGES

INTRODUCTION

The Vision for World Languages Education

New Jersey hosts a growing economy that is oriented toward agriculture, industry, finance, education, and research - an economy that demands contact and interaction with the global marketplace. For New Jersey students, the need to function competently in more than one language has therefore become increasingly important in order to participate fully in the economic, political, and social life of a state with over 100 ethnic groups, and where more than 190 different languages are spoken. In the twenty-first century, students must be able to participate in culturally appropriate ways in face-to-face interaction with members of other cultures in order to be productive members of the diverse communities in which we all live. Only by preparing students with an education comparable to the best that schools around the world offer - one that includes the study of world languages - can the goal of leaving no child behind be achieved.

The New Jersey Core Curriculum Content Standards for World Languages envision ALL of New Jersey's students prepared for the demands of an independent world by:

- Teaching world languages for communication;
- Heightening students' linguistic and cultural awareness of their local, state, and world community;
- Encouraging interdisciplinary and workplace readiness connections that may involve business and community members as mentors and models; and
- Preparing students for using a world language(s) in whatever career choices they make.

The spirit and intent for second language education in New Jersey resolves around what takes place in the learning environment. If the goal of communicative-based language instruction is to prepare students for authentic language use in the real world, then the organization of curriculum and instruction should reflect those purposes. As more New Jersey teachers incorporate the goals of the standards and the knowledge of how children best learn languages into their teaching, educators and parents should be able to see:

**Students enthusiastically engaged in meaningful, motivating, and cognitively challenging activities.** Children are excited about their ability to understand and be understood in a second language and are encouraged to use language in activities embedded in authentic, real-life contexts and connected to content learned in other core areas.
Students actively using language rather than memorizing vocabulary lists and analyzing grammatical concepts. Students are interacting with one another and their teacher, and communicating about things that interest them. Rote exercises have been replaced by tasks that require learners to find ways to communicate meaning beyond classroom walls.

Students being assessed by a variety of assessment strategies. Because effective language learning is meaningful, enjoyable, and interactive, assessment reflects a similar focus. Classroom instructional activities mirror assessment tasks and track student progress through portfolios, journals, performances or multimedia presentations that focus on authentic performance tasks, not just traditional pencil-and-paper tests. This allows students to revisit their work and critique their own progress, and most importantly, to become more involved in their own learning.

The Necessity of the Vision

Despite progress in the last decade toward communicative-based instruction in world languages, grammar continues to be the key organizing principle in most language classrooms in the state. This emphasis on the learning of the language system to the exclusion of meaningful, interactive activities in the classroom has led to frustration and dissatisfaction of students. As a result, many students perceive that they do not have the ability to learn to speak a second language and feel that world languages will never be useful in their lives. Many adults acknowledge that although they took two or more years of a world language and obtained high grades on grammar examinations, they are unable to speak the language at all. In this country, world language study to date has resulted in few people who can engage in meaningful interactions in a variety of settings in the language studied.

The focal point of standards-driven language instruction is communication, and grammar plays a supporting role to communication needs. However, a language curriculum that focuses on grammatical mastery as the primary basis for instructional activities will not serve the needs for students. It merely proliferates the false assumption that only college-bound students can be successful language learners. Most significantly, it promotes disparities of equity and access to language learning for the great majority of our students. All New Jersey students should be given the opportunity to achieve a high level of proficiency in a world language and be able to converse in a language(s) other than English by the time they complete high school.

Time to Meet the Vision

While numerous factors contribute to the acquisition of a second language, two key factors are time and intensity or length and quality of instruction. Because providing a thorough and efficient education remains a priority in New Jersey schools, all students should be given the opportunity to learn a world language in a program that offers appropriate time allocations and quality instruction. A program that does not offer a sufficient amount of contact time and frequency of instruction assumes less student
proficiency from the outset and denies district students access to excellence and equity in achieving the standards. Success for all students in world languages depends not only on specifying the appropriate content, but also on establishing learning environments that facilitate student learning of a world language (i.e., classes meet consistently for multiple times per week throughout the school year.)

The number of years spent studying a language will impact the degree of proficiency that we can expect learners to attain. In 1998, the American Council on the Teaching of Foreign Languages released performance guidelines for K-12 learners. This project outlined what levels of performance can be realistically achieved after certain sequences of study. Levels of performance are defined in terms of novice, intermediate and advanced (terminology originally developed for the ACTFL Proficiency Guidelines, 1982) with ranges specified within each level. The standards and indicators developed here are based upon and reflect an understanding of the stages of novice, intermediate and pre-advanced language proficiency. See the following chart for a visual representation of anticipated performance outcomes (ACTFL, 1998).
Descriptors of student language use found in the ACTFL Performance Guidelines for K-12 Learners are based on information gathered from foreign language professionals representing a variety of programs and articulation sequences, are appropriate for languages most commonly taught in the U.S., and assume a sustained sequence of standards-based, performance-outcome language instruction. To attain the level indicated above for grades K-8 requires students to be enrolled in elementary programs that meet from 3-5 days per week for no less than 30 minutes per class, and in middle school programs that meet daily for no less than 40 minutes per class (ACTFL, 1998).

There are many variables for student learning. A student who begins second language study in the early elementary grades and continue an uninterrupted sequence of study will advance further than a student who begins in high school. However, the expectations for performance at any stage may be attained over different periods of time depending on such factors as:

- Age of the learner;
Varying learning speeds and learning styles of learners;
Methodology employed;
Abilities and interests of the instructor;
Scheduling patterns of the language program;
Scope and sequence of the language program; and
Authenticity of the cultural environment and materials.

The cumulative progress indicators found in this document reflect an uninterrupted sequence of language study. **Teachers will consequently need to modify the content and related language activities in the world language program to effectively address the cumulative progress indicators dependent upon the student's age and when (s)he begins the study of a particular language.** For example, the novice stage applies to all students beginning to learn a second language. This may occur at any age. The novice stage may encompass a four- to five-year sequence that begins in elementary or middle school, or a two-year high school program depending upon the factors listed above. This has important implications for curriculum design and development. Language learning activities should consistently be cognitively engaging, intrinsically interesting, and age-appropriate for the learner.

**Multiple Entry Points**

It is important to emphasize that the goal of having students experience the study of a world language at an early age is not intended to limit the choice of language or the opportunity to begin study at predetermined points. In the early grades, districts are often only able to offer a limited number of languages due to staffing constraints and/or the size of the schools, but in the middle and high school years provisions for other languages can be made. It would not serve learners if the effort to have extended sequences resulted in districts offering only one language K-12.

Multiple entry points accommodate students who develop interests in specific languages during their middle or high school years because of career choices or personal motivation. Learner choice becomes an increasingly important factor as students mature and their eventual competency is linked with interests and motivation. Students who choose to start a new language in the high school will reach levels of competency commensurate with the sequence available; and their previous experience with language study in general often contributes to more rapid acquisition of a second language.

Another reason for multiple entry points is that New Jersey has a highly mobile population and students will enter schools coming from other districts or states where they have had no previous study of a world language or studied a language not offered in their current district. Schools will need to have options for these students to begin the study of a language later in the sequence. Chapter five of *The New Jersey World Languages Curriculum Framework* provides additional information on this concept of multiple entry points and also on the concept of language layering (the study of a second world language while continuing to study the first world language).
Meeting the Needs of All Students

The term "all students" includes students who are college-bound, academically talented, those whose native language is not English, those with disabilities, students with learning deficits, and students from diverse socioeconomic backgrounds.

It is time to dispel the myth that students who tend to encounter difficulties with learning in general will not be successful language learners. Research on how children learn languages justifies the inclusion of all students in the world language classroom. Findings indicate that all students can benefit from learning another language and culture when instruction is based on second language acquisition theories and appropriate methodology and materials are used.

As with all learners, teachers of students with special needs should accommodate for differences in learning styles, rates of learning, and areas of relative strength or weakness. Consequently, teachers should assess individual progress, emphasizing the student's ability to understand and convey a message, rather than focusing on the disability. If a student's disability entitles him/her to receive special education services, the study of world languages should be included in the student's Individualized Educational Plan (IEP), wherein appropriate modifications are delineated.

High expectations for all students form a critical part of the learning environment. The belief of teachers, administrators, and parents that a student can and will succeed in learning a world language often makes it possible for that student to succeed. Non-college bound students and special needs students will have as many opportunities to use their knowledge of a world language in their community, and within the workplace, regardless of their chosen career paths.

Revised Standards

In May 1996, the New Jersey State Board of Education adopted Core Curriculum Content Standards in seven academic areas and five workplace readiness areas. The inclusion of two world languages standards represented a key moment in the "evolution" of the study of world languages in New Jersey. World languages was then recognized as an essential component of the core curriculum for all students.

The goals of the new world languages standards are essentially the same as the 1996 version. However, the standards are different in that:

- The standards are cumulative progress indicators reflect more clarity and specificity.
- The standards are organized according to the modes of communication (interpretive, interpersonal, and presentational) that place emphasis on the context and purpose of communication.
The standards and cumulative progress indicators emphasize connections with other core content areas to facilitate contextualized and purposeful language learning and to prepare students for the workplace.

The cumulative progress indicators reflect student expectations at the Novice, Intermediate, and Pre-Advanced Learner Ranges as outlined by the American Council on the Teaching of Foreign Languages Performance Guidelines for K-12 Learners.

The standards include expectations at grade 2 as well as at grade 4, 8, and 12.

The standards are intended to serve as clear guides for the development of local and state assessments.

The New Jersey standards reflect the philosophy and goals found in the national standards, Standards for Foreign Language Learning in the 21st Century (ACTFL, 1999), and were developed by consulting the best work that has been done throughout the United States and internationally. These standards were developed to reflect the latest research on second language acquisition and best practice for instructional methodologies and assessment. The standards are generic in nature, are designed for a core subject, and are meant to be inclusive for all languages taught in New Jersey schools.

**Standards and Strands**

There are two standards, each of which has three lettered strands followed by cumulative progress indicators for each strand at benchmark levels 2, 4, 8, and 12. These standards and their associated strands are:

**7.1 Communication**
- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

**7.2 Culture**
- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

**Bulleted items** below cumulative progress indicators delineate content material or concepts addressed in a particular indicator. Examples that follow content bullets are suggested topics that may be incorporated into thematic teaching. The focal point for a thematic center may be a topic from the grade level curriculum or it may be drawn from the literature or culture of the language taught. Content areas in parentheses after cumulative progress indicators show interdisciplinary connections with standards in other core subjects.

The standards set forth here presume that the sequential study of a language for an extended period of time is the ideal for achieving the highest levels of performance in the two content standards and related cumulative progress indicators.

To summarize, the standards:
Envision New Jersey students who are fully prepared for the demands of an interdependent world. They further anticipate how world language instruction in New Jersey will evolve as it supplies that vital preparation, inspiring students and educators to believe that world language education can be different and better;

Present a departure from the traditional grammar-based approach to instruction. They advocate that the opportunity for language learning be available to all students with the emphasis on communication and culture. The standards assume that the ability to communicate in a second language is a skill that should be developed over time and through well-articulated sequences of instruction; and

Acknowledge that in each world language classroom, there is a diverse pool of talent and potential. The challenge is to provide a learning environment that gives each student the freedom and opportunity to use his or her unique strengths to achieve that potential and to reach high academic standards.
References


WHY STUDY A FOREIGN LANGUAGE?  The attitude of the students and the atmosphere for learning created by the teacher contribute to a successful and enjoyable experience in language learning. It is important for students to realize and appreciate the values of language study and their reasons for studying Spanish.

A portion of the first class period would be well-spent in discussing the topic, “Why Study a Foreign Language?” The following objectives should be included in the discussion:

- To acquire the ability to communicate in another language
- To gain insight into the nature of the language and how it functions
- To understand and appreciate the cultural heritage and contemporary life/customs of the speakers of another language
- To overcome monolingual and monocultural provincialism
- To acquire skills applicable to future academic studies (to fulfill college entrance requirements, graduate work, etc.)

Students may also have personal reasons for studying a foreign language, e.g., a neighbor who speaks Spanish.

Spanish is one of the most widely spoken languages in the world. It is the principal means of communication in the western hemisphere, in Spain, in parts of the Philippines and in those areas of Africa where Spain has had colonies or possessions. In some parts of the U. S. (Florida, California, southwestern states, New York and portions of New Jersey), Spanish is rapidly becoming a second language. More than eleven million Spanish-speaking people, mostly of Puerto Rican, Cuban or Mexican extraction, live in the U.S. They constitute the nation’s second largest minority group after African-Americans.

Can the Spanish language be relevant in today’s world? One need not look far to answer the question in the affirmative.

It is helpful to explain to students some of the special features of a beginning language course. Learning a new language is like learning a new sport or learning to play a musical instrument. The rules of the game or the musical notes are easy to comprehend, but considerable practice is required for mastery. A modern foreign language course is very different from any other subject in the school’s curriculum.

Language is communication, but it also involves understanding of customs and life styles, interpersonal relationships, environmental factors and the influence of history and tradition. All of these elements are part of language study. It is advisable to explain how language is acquired and the time/effort learning a second language requires.
SPANISH NAMES: Another activity for the first day is assigning of Spanish names to the students. For students whose names defy translation in Spanish, either give them another Spanish name that begins with the same letter or make up a Spanish version of their own name.

**Nombres de Muchachos**

Adolfo
Agustín
Alano
Alberto
Alejandro
Alfonso
Alfredo
Alonso (Alan)
Andrés
Antonio, Tonuelo
Arnaldo
Arturo
Benito
Benjamín
Bernardo
Brucio, Bruto (Bruce)
Carlos, Carlitos
Chalo (Sheldon)
Claudio
Conrado
Cristóbal
Daniel
David
Diego
Dionisio
Domingo
Donato
Edmundo
Eduardo
Emilio
Enrique
Ernesto
Esteban
Eugenio
Federico
Felipe
Francisco, Paco, Pancho
Gabriel (Gary)
Gerardo
Germán (Herman)
Gilberto
Gregorio
Gualterio
Guido (Guy)
Guillermo
Gustavo
Heriberto
Hugo
Jaime
Javier
Jerónimo (Jerome, Jerry)
Joaquín
Jorge
José, Pepe
Juan, Juanito
Julian
Julio
Leonardo
Lorenzo
Luis
Manuel, Manolo
Marco
Mario
Martín
Mateo
Mauricio
Miguel, Miguelito
Nacho
Oscar
Pablo
Patricio
Pedro
Quino (Kenneth)
Ramón
Raúl, Rafael
Renaldo
Ricardo, Riqui
Roberto
Rodolfo
Rodrigo
Rogelio (Russell)
Rogerio
Rolando
Rubén
Salvador
Samuel
Santiago
Teodoro
Terencio
Timoteo
Tomás
Vicente
Victor
**Nombres de Muchachas**

<table>
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Teacher presentation of expressions used in greeting and introductions is an appropriate way to introduce students to hearing and speaking Spanish.
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<td>¿Quién soy yo?</td>
<td>La vida escolar</td>
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<td>La vida escolar</td>
<td>Los pasatiempos</td>
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SPANISH 6, 7, 8
Grade: 6 (503) First Semester
¿Quién soy yo?
Communicative Skills: (Adelante)
- Saying hello and goodbye
- Introducing yourself and family members/friends and responding to an introduction
- Asking how someone is and saying how you are
- Asking how old someone is and saying how old you and others are
- Asking where someone is from and saying where you and others are from
- Giving your birthday and the birthdays of others
- Talking about likes and dislikes and explaining why
- Understanding the perspective of the Spanish-speaking person through exposure to the cultural focus.

Grammar:
- Punctuation marks
- Los acentos
- Subject pronouns yo, tú, él, ella, and Ud.
- Soy, eres, es
- Tengo, tienes, tiene
- Me llamo, te llamas, se llama
- Asking questions
- Me gusta(n), te gusta(n), le gusta(n)
- Nouns and definite articles
- Noun-adjective agreement
- Giving the date in Spanish

Vocabulary: (see list below)

Cultural Focus: SPANISH-SPEAKING WORLD

<table>
<thead>
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<th>Vocabulary:</th>
<th>Familia</th>
<th>Colores</th>
<th>Adjetivos básicos</th>
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<td>los esposos</td>
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<tr>
<th>Deportes</th>
<th>¿Quién soy yo?</th>
<th>¿Cómo estás?</th>
<th>(for reference only, not to be &quot;covered&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>el fútbol</td>
<td>¿Cuántos años tienes?</td>
<td>¿Cuántos años tienes?</td>
<td></td>
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<tr>
<td>el fútbol</td>
<td>¿De dónde eres?</td>
<td>¿De dónde eres?</td>
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<tr>
<td>norteamericano</td>
<td>¿De dónde es?</td>
<td>¿De dónde es?</td>
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<td>el béisbol</td>
<td>cumpleaños?</td>
<td>cumpleaños?</td>
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<th>Números</th>
<th>Nivel 1</th>
<th>Nivel 2</th>
<th>Nivel 3</th>
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<tbody>
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<td>50 - 31</td>
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</table>
muy
Bien.
Mal.
Estupendo.
Excelente.
Horrible.
Más o menos.
Regular.
Yo también.
Gracias.

Edad
Tengo ... años.
Tiene ... años.
Mi cumpleaños es ..
Su cumpleaños es ..
You are going to be part of a student exchange with a school in Spain, attending classes in Spain for one month and living with a Spanish family. An excellent way to break the ice with the family is to be able to talk about yourself and your own family. Bring along a photo album or poster that you will use to describe all the people in it. Your Spanish teacher will play the role of the host family.

**VISUAL:** The photo album or poster should have pictures to represent each person you are going to talk about. These pictures can be photographs, drawings, magazine clippings, or anything you can find. For example, if you are going to talk about your father, include a picture of your dad. If you want to say that he likes baseball, include a baseball or a bat. The photo album or poster should be neat and attractive. The only writing accepted on your visual is for names, ages (in numerals), and birthdays (in numerals).

**FOR EACH PERSON IN YOUR PHOTO ALBUM OR POSTER, INCLUDE THE FOLLOWING:**

- Name
- Age
- Origin (where the student is from)
- Birthday
- What s/he likes and why
- What s/he doesn’t like and why
- Introduce 2-3 family members (name, age, birthday, and origin)
- What the family members like / don’t like and why

**GRADING:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Conversation</td>
<td>70%</td>
</tr>
<tr>
<td>Photo album / Poster</td>
<td>30%</td>
</tr>
</tbody>
</table>

Refer to rubric for grading criteria
Communicative Skills: *(Adelante)*
- Talking about the seasons, and corresponding weather
- Talking about what you do alone, and with your family and friends
- Talking about what you and your friends do together
- Talking about where you and others go during free time and what you do there
- Understanding the Spanish-speaker’s perspective on pastime activities through exposure to the cultural focus

Grammar:
- Subject pronouns - *singular*
- Present tense forms verbs - *singular*
- Preposition *con, conmigo, contigo, ¿Con quién ...?*
- Negation

Vocabulary: *(see vocabulary list)*

**Vocabulary:**

- Tiempo y estaciones -
  - el verano  Hace sol.  Está soleado.
  - el otoño  Está nublado.  Hay nubes.
  - la primavera  Llueve,  Está lloviendo.

Hace buen (mal) tiempo.
Hay tormenta(s).
¿Qué tiempo hace?

- Lugares -
  - el cine  el campo (de ___)
  - el centro comercial  la cancha (de ___)
  - el parque  el estadio
  - la piscina  el restaurante
  - la playa  el café
  - la casa  la escuela
  - la tienda  el almacén

- ¿Con quién?  
solo/sola  conmigo  contigo  con ... (people / pets)

- Actividades de pasatiempo y familia -
  - ver (mirar) una película
  - pasar el rato con amigos
  - comer palomitas (popcorn)
  - ir de compras
  - comprar ___
  - nadar
  - tomar el sol
  - escuchar música
  - leer revistas (libros / novelas)
  - hablar por teléfono (celular)
  - visitar con familia
  - preparar la comida
  - hornear tortas (galletas)
  - mirar la televisión
  - jugar a los videojuegos
  - usar la computadora
  - estar en línea (?)
  - jugar a ___
  - practicar ___
  - mirar un partido de ___
  - patinar sobre ruedas
  - montar en bicicleta (a caballo)
  - patinar en tabla
  - correr
  - pescar
  - caminar
  - dar un paseo
  - comer
  - beber
  - tomar (refrescos, etc.)

**Cultural Focus: Hispanic Communities in the U.S.**
- Identify areas of Hispanic communities in the U.S. (i.e. Cubans in Florida)
- Identify and describe products, practices, and perspectives on leisure time activities for Hispanics in the U.S.
- Popular sports in Spanish-speaking countries (p.154)
- Greetings in Spanish-speaking countries (p.156)
- Un recorrido por la Plaza de las Armas (pp.158-9)
- ¿Te gusta pasear con tus amigos? (pp.168-9)
- Enlaces – interdisciplinary connections (pp.176-7)
- Leisure-time activities (p.194)
- Comparisons between the two cultures ("American" vs. "Hispanic")

**Corresponding Adelante pasos:** *(for reference only, not to be "covered")*
- Capítulo 2 – 2-3
- Capítulo 4 – 4-1, 4-2, 4-3
- Capítulo 5 – 5-1, 5-2
- Capítulo 6 – 6-3
You have just met a new exchange student from Puerto Rico, who will be in your Spanish class for one year. He has never experienced the four seasons before and is curious as to what you do for fun during each season.

Your Spanish teacher has asked you to help him by explaining what you and your friends and family do for fun during each of the seasons. Bring in pictures (photos/drawings or clip art) representing what you and your closest people do for recreation.

When sharing your information, be sure to include for each season:

- 2 descriptions of the weather (see vocab list)
- at least 1 place (see vocab list)
- 2 activities that you would do at each place (see vocab list)
- with whom you do each activity

Remember that this is your opportunity to demonstrate your ability to speak about your pastimes in Spanish, and show what you can do. Therefore, there should be no repetition of weather, places, activities or people.

Your visual should:

- be no larger than a piece of large construction paper
- illustrate the 4 seasons
- include the corresponding weather, activities, and people
- not include words
- include photos, clipart, magazine pictures, hand-drawn pictures, or a combination of the 4
- be a prompt for what you want to say
- be neat and organized
- be creative, colorful and show a variety of activities

Teacher notes:

1. Visual may be bigger or smaller at discretion of the teacher. The above-mentioned size is intended for a presentation to 1 or a few people. If students will be presenting in front of entire class, a bigger poster may be necessary.

2. This is the same assessment for the sp 7 507, except the 504 group may discuss 1 place and two activities. (Teacher may use his/her discretion, based on group.)
<table>
<thead>
<tr>
<th>presentación</th>
<th>visual</th>
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<tbody>
<tr>
<td>Estación</td>
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<td>2.</td>
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<tr>
<td>Lugar</td>
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<td>Actividades</td>
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<td>2.</td>
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<tr>
<td>¿Con quién?</td>
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<table>
<thead>
<tr>
<th>presentación</th>
<th>visual</th>
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<tbody>
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<td>Estación</td>
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<td>1.</td>
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<tr>
<td>¿Con quién?</td>
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Grade 7 (504)  Second Semester
Los quehaceres

Communicative Skills:  (Adelante)

- Discussing what you and others do during your free time and during a typical week
- Discussing what you like to and want to do vs. what you need to and should do as a bridge between pasatiempos and quehaceres
- Discussing what chores you do and how often
- Telling where people and things are
- Identifying and describing rooms/areas of the home
- Indicating location and describing objects in a home
- Understanding the Spanish-speaker’s perspective on pastime activities through exposure to the cultural focus

Grammar:

- Present tense of estar, hacer, poner, necesitar, deber, and querer

Vocabulary:

- Quehaceres -
  - limpiar el baño
  - pasar la aspiradora
  - barrer el piso
  - sacudir los muebles
  - hacer la cama
  - organizar  
  - preparar la cena
  - cocinar la comida
  - lavar los platos
  - poner la mesa
  - quitar la mesa
  - lavar la ropa
  - secar la ropa
  - planchar la ropa
  - arreglar 
  - cortar el césped (pasto)
  - plantar las flores/plantas
  - regar (e—ie) las flores/plantas
  - sacar la basura
  - lavar el carro
  - cuidar a 

- Palabras de frecuencia -
  - siempre
  - nunca
  - a veces
  - a menudo
  - de vez en cuando
  - los fines de semana
  - durante la semana
  - el (día) / los (día)
  - por la mañana
  - por la tarde
  - por la noche

- Cuartos en la casa -
  - el cuarto de baño / el baño
  - la sala
  - la sala de estar
  - el dormitorio / el cuarto
  - la cocina
  - el comedor
  - el lavadero
  - el garaje
  - la oficina
  - la yarda / el jardín del frente
  - la yarda / el jardín del fondo
  - el jardín
  - el patio

- Muebles y aparatos -
  - el inodoro / el retrete (toilet)
  - la pila / el lavabo / el fregadero (sink)
  - la ducha
  - la bañera
  - el espejo
  - la mesa
  - la silla
  - el sofá
  - el sillón
  - el cuadro
  - el televisor
  - el estéreo
  - la ventana
  - las cortinas
  - la alfombra
  - la cama
  - la cómoda
  - el cartel
  - el armario
  - el lavaplatos
  - la estufa
  - el horno
  - el gabinete
  - el microondas
  - la lavadora
  - la secadora
  - la tabla de planchar
  - la plancha
  - el cortacésped

- gustar with indirect object pronouns (exposure to me / te / le)
- Continue present tense of verbs

Vocabulary: (see vocabulary list)
- Questions words ¿Dónde?. ¿Cuándo?

Cultural Focus: Hispanic Communities in the U.S.

- Identify areas of Hispanic communities in the U.S. (i.e. Cubans in Florida)
- Identify and describe how and to whom responsibilities are delegated within the Hispanic vs. U.S. home.
- ¿Cómo es una semana típica? (pp.200-201)
- Comparisons of types of living arrangements in U.S. vs. Spanish-speaking countries, and does this carry over to Hispanic families in the U.S.

Corresponding Adelante pasos: (for reference only, not to be “covered”)
- Capítulo 4 – 4-1, 4-2
- Capítulo 5 – 5-1, 5-2
- Capítulo 6 – 6-2, 6-3
Your exchange student friend has sent you an e-mail stating that MTV Español is shooting on the east coast to highlight homes from Hispanic communities in the United States. You decide to enter your crib. You have the option to do this either through a video presentation, a photo album, or a poster that will have to be presented to a representative of the MTV Español show. The actual presentation will be done "live", with the emphasis being on how well you can communicate your ideas on the home in Spanish.

You will tour your crib, explaining what chores and fun activities you do in different areas of the home, as well as the furniture/objects in those areas of your crib. Your teacher will play the part of the MTV representative.

If you choose to create a video, you will create only the visual part of the video at home, and then use it as you do your oral presentation in class. Your video should be creative and include all items you want to include in your presentation. You are to talk about the home in Spanish.

If you choose to do a photo album, you will create a booklet showing the different rooms of your home. Your album should be creative and include all the items you want to include in your presentation. You are to talk about the home in Spanish. You may use clip art, magazine photos, or real photos, but keep in mind that the album needs to be neat and represent the rooms/areas of a home.

If you choose to create a poster, you need to draw an outline of the entire home, showing the different floors and rooms as well as the front and backyards (if they apply). You will then more carefully illustrate the areas you are going to present to the MTV Español people. This poster should be colorful and neat, and show creativity. You are to talk about the home in Spanish. You may use clip art, magazine photos, or real photos, but keep in mind that the poster needs to be neat and represent a blueprint of a house.

You may choose to draw your own home, your dream home, or someone else's crib. The point is that you will be describing it and using it to show what you have learned so far this semester.

The following is what needs to be included in your oral presentation:

- An introduction of 4-6 areas of your crib
- 1 pasatiempo and 2 quehaceres that you have to do or like to do in that area
- The naming of at least 2 pieces of furniture and their description

You may also want to take "risks" in order to improve your grade by going beyond these basic requirements. An example would be to include the location of a specific area or piece of furniture in your crib. Please discuss with me any ideas that you may have regarding risk-taking, so that you can be sure that they would be considered "risks" and that you would be given credit for your efforts.

Grading is as follows:

Oral presentation 75% (dates below)
Video/album/poster 25% (due the first day of presentations)

Remember that this project is worth 25% of your semester grade.

Teachers notes:

1) It is recommended that 504 present 4-6 areas of the crib and 507 present 5-8 areas. These numbers are up to teacher discretion, based on your class dynamic.
2) Presentations may be done one on one with teacher, or in small groups (presenting to MTV staff); again the presentation format is up to discretion of teacher, based on group ability and dynamic.
Me llamo _________________ Clase _____ Hoy es ___________, el ____________ de _____________ del ___________

Complete the organizer to help you with your oral presentation. You may use the project you handed in, but you are responsible for turning it in at the end of the period. **DO NOT TAKE THE PROJECT HOME WITH YOU.**

<table>
<thead>
<tr>
<th>AREA WITH DESCRIPTION</th>
<th>CHORE 1</th>
<th>CHORE 2</th>
<th>HOBBY / PASTIME</th>
<th>OBJECT 1 WITH LOCATION</th>
<th>OBJECT 2 WITH LOCATION</th>
</tr>
</thead>
<tbody>
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**RISK TAKING:** You can include when or how often you do the activities or who you do them with.

**DETAILS:** You can include a description of the furniture, i.e. color, size, etc.
Me llamo __________________
La fecha de hoy es _______________
Español 7- Los quehaceres
* Los estudiantes van a formar 6 grupos.
* Cada grupo representa un cuarto de la casa.
* Las 5 categorías son: el baño/el jardín, la sala, el comedor, la cocina, el cuarto
* Los grupos van a hacer un “tempestad de cerebro”…van a concentrar en el vocabulario y las frases útiles para hablar del cuarto
* Al fin, vamos a compartir nuestra información para escribir un lista para hablar de los cuartos

Mi cuarto de especialidad es __________________

<table>
<thead>
<tr>
<th>¿preguntas?</th>
<th>quehaceres</th>
<th>pasatiempos</th>
<th>cosas / muebles</th>
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</table>
Tempestad de cerebro – parte 2

Llena las formas con la información de parte 1.
Si quisieras hablar de otro cuarto, escribe tu sustitución.
Modelo: mi sala-----mi garaje

¿Qué puedo decir de......?

<table>
<thead>
<tr>
<th>Mi sala</th>
<th>Mi comedor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Mi cocina</th>
<th>Mi cuarto</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mi jardín</th>
<th>Mi baño</th>
</tr>
</thead>
</table>
Me llamo ___________________
La fecha de hoy es _____________

Español 7- Los quehaceres
* Los estudiantes van a formar 6 grupos.
* Cada grupo representa un cuarto de la casa.
* Las 5 categorías son: el baño/el jardín, la sala, el comedor, la cocina, el cuarto
* Los grupos van a hacer un "tempestad de cerebro"...van a concentrar en el vocabulario y las frases útiles para hablar del cuarto
* Al fin, vamos a compartir nuestra información para escribir un lista para hablar de los cuartos

**Mi cuarto de especialidad es _________________**

<table>
<thead>
<tr>
<th>¿Preguntas?</th>
<th>Quehaceres</th>
<th>Pasatiempos</th>
<th>Cosas / Muebles</th>
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</tbody>
</table>
Tempestad de cerebro - parte 2

Llena las formas con la información de parte 1.
Si quisieras hablar de otro cuarto, escribe tu sustitución.
Modelo: mi sala-----mi garaje

¿Qué puedo decir de........?

<table>
<thead>
<tr>
<th>Mi sala</th>
<th>Mi comedor</th>
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<tr>
<th>Mi cocina</th>
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<tr>
<th>Mi jardín</th>
<th>Mi baño</th>
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Vocabulary: (see list below)

**Cultural Focus: SPAIN**
- Identify Spain, its location, important cities, geographical features, and landmarks
- Identify and describe practices and perspectives on school life in Spain vs. U.S. (i.e. schedules, grading, extracurriculars)
- School uniforms (p.65)
- Class schedules in Spanish-speaking countries (p.108)
- Grades in Spanish-speaking countries (p.110)
- The *siesta* (p.115)
- Use of *tú* and *Ud.* (p.166)
- Panorama cultural: ¿Qué necesitas para el *colegio*? (pp.82-3)
- Enlaces – interdisciplinary connections (pp.90-1)
- Panorama cultural: ¿Cómo es un día escolar típico? (pp.116-17)
- Enlaces – interdisciplinary connections (pp.134-5)

**Corresponding Adelante pasos:** (for reference only, not to be "covered")
- Capítulo preliminar – los días
- Capítulo 2 – 2-1, 2-2, 2-3 (numbers)
- Capítulo 3 – 3-1, 3-2, 3-3
- Capítulo 6 – 6-2

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<td>Segundo</td>
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<td>Después de</td>
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<td>el monopatin</td>
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<td>un libro</td>
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<td>blanco</td>
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<td>un lápiz</td>
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<td>una regla</td>
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<td>una carpeta</td>
<td>rosado</td>
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<td>la música</td>
<td>papel</td>
<td>marrón / café /</td>
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<td>instrumental</td>
<td>una goma (de borrar)</td>
<td>pardo</td>
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<td>el almuerzo</td>
<td>un borrador</td>
<td>morado / violeta</td>
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<td><strong>Calendario</strong></td>
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SPANISH 6, 7, 8

Grade: 6 (506) First Semester

La vida escolar

Communicative Skills: **Adelante**
- Talking about classes and sequencing events
- Telling time
- Telling at what time something happens
- Talking about what you have, want, and need
- Describing people and things
- Talking about school things you like and dislike and explaining why
- Understanding the perspective of the Spanish-speaking person through exposure to the cultural focus.

Grammar:
- Punctuation marks
- Los acentos
- Indefinite articles
- Definite articles
- Plural nouns
- Subject pronouns *yo, tú, él, ella, and Ud.*
- Tengo, tienes, tiene
- Necesito, necesitas, necesita
- Quiero, quieres, quiere
- Plurals of *cuánto?* and *mucho*
- Telling time with *ser*
- The preposition *de (noun)* as adjective
- The verb *ser* for descriptions
- Noun-adjective agreement
- Use of *el* and *los* with days of the week
- Use of definite articles with titles

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### Capítulo preliminar

<table>
<thead>
<tr>
<th><strong>Vocabulary:</strong></th>
<th><strong>Communicative Skills:</strong></th>
<th><strong>Grammar:</strong></th>
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<tr>
<td>el almuerzo</td>
<td><strong>Talking about classes and sequencing events</strong></td>
<td><strong>Punctuation marks</strong></td>
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<td><strong>Telling time</strong></td>
<td><strong>Los acentos</strong></td>
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<tr>
<td>la música vocal</td>
<td><strong>Telling at what time something happens</strong></td>
<td><strong>Indefinite articles</strong></td>
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<td>la salud</td>
<td><strong>Talking about what you have, want, and need</strong></td>
<td><strong>Definite articles</strong></td>
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<td><strong>Describing people and things</strong></td>
<td><strong>Plural nouns</strong></td>
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<tr>
<td>las ciencias</td>
<td><strong>Talking about school things you like and dislike and explaining why</strong></td>
<td><strong>Subject pronouns <em>yo, tú, él, ella, and Ud.</em></strong></td>
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<td>las matemáticas</td>
<td><strong>Understanding the perspective of the Spanish-speaking person through exposure to the cultural focus.</strong></td>
<td><strong>Use of <em>el</em> and <em>los</em> with days of the week</strong></td>
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<td>el inglés</td>
<td><strong>Use of definite articles with titles</strong></td>
<td><strong>Use of <em>el</em> and <em>los</em> with days of the week</strong></td>
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feo
difícil
fácil
This year our focus is Spain. The student is to imagine that s/he is planning to be part of a student exchange with a school in Spain, attending classes in Spain for one month and living with a Spanish family. This semester the student needs to focus on his/her class schedule in Spain. After class discussions and technology lessons, the student will prepare an ideal class schedule for his/her time in Spain and a supply list of items s/he will need for these classes. Then, the student will have a one-on-one conversation with the teacher about the classes that s/he will study, the school supplies needed, and the people s/he will come in contact with in the Spanish school. Finally, the student will ask the teacher questions about a schedule with missing information.

**VISUAL:** After class discussions and technology lessons, the student will make a spreadsheet / index card chart of his/her ideal class schedule in Spain and a supply list of items s/he will need for these classes.

The schedule must include the following:
- Days of the week (all five days should be present-IN SPANISH)
- Time class starts and ends—military time/24 hr clock
- Name of school subject (with el, la, or las), including almuerzo and descanso, IN SPANISH

The supply list must include:
- Items in Spanish
- Quantities
- Prices in euros

**CONVERSATION:** The student will have a one-on-one conversation with another student about the classes that s/he will study and the school supplies needed. Then the student will ask the teacher questions about a schedule with missing information. The student needs to show the teacher how much s/he has learned so far, using as much language as possible. The teacher will ask the student questions from a question bank created by the class. This conversation may be formal or informal. The questions should begin at an easy level and then increase in difficulty. The following should be discussed during the conversation:

**Part 1**
- School subjects – whether or not the student likes the classes and why
- Sequence of classes
- Times of classes
  - Questions may include: ¿Cuántas clases tienes los lunes? / ¿A qué hora tienes la clase de ____ los martes? / ¿Qué clases tienes los miércoles? / ¿Cuál es tu clase favorita y por qué? / etc.

**Part 2**
- School supplies needed for specific classes
  - Teachers should have props
  - The student will identify objects and state what s/he needs for the classes
  - Questions may include: ¿Qué es? / ¿Qué necesitas para la clase de ____? / ¿Para qué clase necesitas ____?

**Student Preparation:** It is recommended that students work in pairs with question bank and schedules. Using post-it notes, students can cover information to create an information-gap activity. Then, the student can ask partner questions about what is missing.

Grammar should include the following:
- Noun-adjective agreement
- Time
- Me gusta(n)
- Mi clase favorita es
Verbs ser and tener – es, son, tengo

First Semester Assessment
Mi vida escolar

Vocabulary should include the following:
- School subjects
- Adjectives
- Sequence words
- School supplies

Grading: 25% of your second semester grade

Conversation  70%
Schedule       20%
Supply List    10%

Refer to rubrics for grading criteria
SPANISH 6, 7, 8
Grade 7 (507) First Semester
Los quehaceres

Communicative Skills: (Adelante)
- Discussing what you and others do during your free time and during a typical week
- Discussing what you like to and want to do vs. what you need to and should do as a bridge between pasatiempos and quehaceres
- Discussing what chores you do and how often
- Telling where people and things are
- Identifying and describing rooms/areas of the home
- Indicating location and describing objects in a home
- Understanding the Spanish-speaker's perspective on pastime activities through exposure to the cultural focus

Grammar:
- Present tense of estar, hacer, poner, necesitar, deber, and querer
- gustar with indirect object pronouns (exposure to me / te / le)
- Continue present tense of verbs

Vocabulary: (see vocabulary list)
- Questions words ¿Dónde?, ¿Cuándo?

Cultural Focus: Hispanic Communities in the U.S.
- Identify areas of Hispanic communities in the U.S. (i.e. Cubans in Florida)
- Identify and describe how and to whom responsibilities are delegated within the Hispanic vs. U.S. home.
- ¿Cómo es una semana típica? (pp.200-201)
- Comparisons of types of living arrangements in U.S. vs. Spanish-speaking countries, and does this carry over to Hispanic families in the U.S.

Corresponding Adelante pasos: (for reference only, not to be "covered")
- Capítulo 4 – 4-1, 4-2
- Capítulo 5 – 5-1, 5-2
- Capítulo 6 – 6-2, 6-3

Vocabulary:

- Quehaceres -
  - limpiar el baño
  - pasar la aspiradora
  - barrer el piso
  - sacudir los muebles
  - hacer la cama
  - organizar _____
  - preparar la cena
  - cocinar la comida
  - lavar los platos
  - poner la mesa
  - quitar la mesa
  - lavar la ropa
  - secar la ropa
  - planchar la ropa
  - arreglar _____
  - cortar el césped (pasto)
  - plantar las flores/plantas
  - regar (e—ie) las flores/plantas
  - sacar la basura
  - lavar el carro
  - cuidar a _____

- Preposiciones de lugar -
  - cerca de
  - lejos de
  - debajo de
  - encima de
  - al lado de

- Palabras de frecuencia -
  - siempre
  - nunca
  - a veces
  - a menudo
  - de vez en cuando
  - los fines de semana
  - durante la semana
  - el (día) / los (día)
  - por la mañana
  - por la tarde
  - por la noche

- Cuartos en la casa -
  - el cuarto de baño / el baño
  - la sala
  - la sala de estar
  - el dormitorio / el cuarto
  - la cocina
  - el comedor
  - el lavadero
  - el garaje
  - la oficina
  - la yarda / el jardín del frente
  - la yarda / el jardín del fondo
  - el jardín

- Muebles y aparatos -
  - el inodoro / el retrete (toilet)
  - la pileta / el lavabo / el fregadero (sink)
  - la ducha
  - la bañera
  - el espejo
  - la mesa
  - la silla
  - el sofá
  - el sillón
  - el cuadro
  - el televisor
  - el estéreo
  - la ventana
  - las cortinas
  - la alfombra
  - la cama
  - la cómoda
  - el cartel
  - el armario
  - el lavaplatos
  - la estufa
  - el horno
  - el gabinete
  - el microondas
  - la lavadora
  - la secadora
  - la tabla de planchar
la plancha
el cortacésped
el escritorio
la computadora
los muebles del patio
el chinero
la chimenea
Los quehaceres

Your exchange student friend has sent you an e-mail stating that *MTV Español* is shooting on the east coast to highlight homes from Hispanic communities in the United States. You decide to enter your crib. You have the option to do this either through a video presentation, a photo album, or a poster that will have to be presented to a representative of the *MTV Español* show. The actual presentation will be done "live", with the emphasis being on how well you can communicate your ideas on the home in Spanish. You will tour your crib, explaining what chores and fun activities you do in different areas of the home, as well as the furniture/objects in those areas of your crib. Your teacher will play the part of the MTV representative.

If you choose to create a video, you will create only the visual part of the video at home, and then use it as you do your oral presentation in class. Your video should be creative and include all items you want to include in your presentation. You are to talk about the home in Spanish.

If you choose to do a photo album, you will create a booklet showing the different rooms of your home. Your album should be creative and include all the items you want to include in your presentation. You are to talk about the home in Spanish. You may use clip art, magazine photos, or real photos, but keep in mind that the album needs to be neat and represent the rooms/areas of a home.

If you choose to create a poster, you need to draw an outline of the entire home, showing the different floors and rooms as well as the front and backyards (if they apply). You will then more carefully illustrate the areas you are going to present to the *MTV Español* people. This poster should be colorful and neat, and show creativity. You are to talk about the home in Spanish. You may use clip art, magazine photos, or real photos, but keep in mind that the poster needs to be neat and represent a blueprint of a house.

You may choose to draw your own home, your dream home, or someone else's crib. The point is that you will be describing it and using it to show what you have learned so far this semester.

The following is what needs to be included in your oral presentation:

- An introduction of 5-8 areas of your crib
- 1 pasatiempo and 2 quehaceres that you have to do or like to do in that area
- The naming of at least 2 pieces of furniture and their description

You may also want to take "risks" in order to improve your grade by going beyond these basic requirements. An example would be to include the location of a specific area or piece of furniture in your crib. Please discuss with me any ideas that you may have regarding risk-taking, so that you can be sure that they would be considered "risks" and that you would be given credit for your efforts.

**Grading** is as follows:

- Oral presentation: 75% (dates below)
- Video/album/poster: 25% (due the first day of presentations)

Remember that this project is worth 25% of your semester grade.

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**Teachers notes:**

3) It is recommended that 504 present 4-6 areas of the crib and 507 present 5-8 areas. These numbers are up to teacher discretion, based on your class dynamic.
4) Presentations may be done one on one with teacher, or in small groups (presenting to MTV staff); again the presentation format is up to discretion of teacher, based on group ability and dynamic.
SPANISH 6, 7, 8
Grade 7 (507) Second Semester
Por la ciudad

Communicative Skills: (Adelante)

- Identifying and describing places and buildings around a plaza and in a city
- Describing the location of places and buildings
- Asking for and giving directions
- Talking about where you and others go in a city
- Talking about what you and others do in a city
- Justifying building or place choices for plaza/city map based on preferences, purpose, and cultural appropriateness
- Understanding the Spanish-speaker's perspective on pastime activities through exposure to the cultural focus

Grammar:

- Re-entry of noun/adjective agreement
- Present tense of ir
- Re-entry of necesitar, querer, estar, tener, hay
- Formation of yes/no, either/or, and informational questions
- Para + (infinitive)
- Continue present tense of verbs

Vocabulary:

(Vocabulary list)

- Questions words

Vocabulary:

Lugares -

el banco (bench)
la iglesia
la huerta
debajo de
el banco (bank)
la dulcería
la zapatería
la joyería
la pastelería
la jujitería
la frutería
la papelería
la librería
la panadería
la lechería
la carnicería
la heladería
la ropa
la gasolinera

de frente de
dentro de
la parada de autobús
la plaza
la estatua
la fuente

Adelante

Justifying building or place choices for plaza/city map based on preferences, purpose, and cultural appropriateness

Cultural Focus: Hispanic Communities in the U.S.

- Identify areas of Hispanic communities in the U.S. (i.e. Cubans in Florida)
- Identify and describe common elements of a PLAZA: Government agencies (town/city hall), religious places (church / all churches in South America built on indigenous religious sites / the importance of religion in Hispanic communities), education (schools and the role of education in the Latino community / children going to work to support family), postal service, libraries, police, commerce (stores, banks, downtown area)
- Compare and contrast the plaza (Latino) vs. the mall (American) focusing on the similarities and differences found today and in the past
- La Plaza (pp. 21 En Camino)
- Panorama Cultural: ¿Te gusta pasear con tus amigos? (pp.168-9)
- Investigate cultural uses/features of the plaza/city, which may include parades, town festivals, street fairs, music, art, architecture, plays

Corresponding Adelante and En Camino pasos:

(for reference only, not to be "covered")

- Capítulo 4 – 4-2, 4-3
- Capítulo 9 – 9-1 (stores)

- Recycling / spiraling of previously learned vocabulary to describe and justify choices

- Actividades

- asistir a la misa (para escuchar la misa)
- asistir al servicio
- rezar
- comprar estampillas
- mandar cartas
- ir de compras
- mirar las cosas
- visitar la ropa
- pagar los impuestos
- mirar/ver...
- un espectáculo
- un partido de ____. el arte
- una película
- sacar dinero
- hacer un depósito
- comprar comida / un boleto (transp.) / entradas (evento)
- esperar el tren / el autobús / el avión
dormir
descansar
hablar con el médico
llamar a la policía
SPANISH 6, 7, 8
Second Semester Assessment (507)  español 7 A/B
Por la ciudad

Teacher Notes:

**INTERPRETIVE:** Students should complete the **Interpretive task** after the introduction of the places/buildings. This task assesses knowledge of vocabulary and ability to understand a map. Having the students complete the task early on will give you the chance to see if further reinforcement is needed. It is recommended that class activities and assessments include Interpretive reading tasks and the rubric to familiarize the students with the Interpretive process. Students will need a copy of the map/pamphlet and the comprehension questions.

**Task:** You and your pen pal get along so well that his/her family has invited you to visit over Spring Break. To get to know the city better before your trip, s/he has sent you a packet of information. Read the attached sheet and answer the following questions.

**INTERPERSONAL:** The **Interpersonal task** should be completed after students have learned the expressions for asking for/giving directions along with exposure to cultural information about the plaza. Pairs should be assigned randomly or by teacher. The teacher may assign locations based on student’s ability and the difficulty of required directions. The teacher may choose to have students use picture cards to prompt the conversation, with each student choosing ____ cards. Students should be familiar with the map to avoid prolonged pause to search for the place. The map from the Interpretive task is an excellent choice. While a variety of practice conversations are encouraged, students should not know the specifics until actual conversation. This will help to maintain the true spontaneity of the Interpersonal mode.

**Task:** You are lost in the city and stop to ask for directions. It turns out that the other person is lost, too. Help each other out by giving directions to the following locations using the map provided. You should use as much language as possible.

**PRESENTATIONAL:** Students should complete the **Presentational task** at the end of the unit. Students will create a city area with a plaza. Students will then justify some of their choices of the 20 places/buildings on 4-6 streets and around a plaza based on preferences, purpose, and cultural awareness.

The visual (map) may be assigned once students have been given the necessary tools, i.e. vocabulary and cultural knowledge. This may coincide with the interpersonal task and should be assigned just prior to Spring Break and due a week or so afterwards. Both are formal and require student preparation prior to the completion of the task.

For the written assignment, students should be allowed to complete the organizer as a pre-writing activity. If the written assessment is completed in class, students should be given adequate time to write and then to proofread. This can be done by focusing on one paragraph at a time. The first paragraph should focus on describing five of the places. The second should focus on comparing the location of six different places. The first two parts can each be done in less than one class period. The third part will probably take a full period. Or, this may be given as several take-home assignments, with students preparing a rough draft, peer editing, and then revising that part of the essay. The finished composition will then be scored for the final grade. The use of reference materials, i.e. books, notebooks, dictionaries, etc. should be at the teacher’s discretion.
Task: You are going to create a city map with a plaza included based upon the information you have learned in your Spanish and Social Studies classes. Your map must have at least 20 places/buildings and 4-6 streets and a plaza with places correctly located throughout. You will also write a composition/essay of three guided paragraphs. See the other sheet for specific details to be given to the students.

Grading: Total assessment = **25% of second semester grade**
Interpretive = 20% of assessment grade
Interpersonal = 30% of assessment grade
Presentational map= 20% of assessment grade
Presentational essay = 30% of assessment grade
**Description of Task:** You are lost in the city and stop to ask for directions. It turns out that the other person is lost, too. Help each other out by giving directions to the following locations using the map provided. You should use as much language as possible.

**Grading:** The Interpersonal task counts as 30% of the assessment. The total assessments (all 3 parts) will make up 25% of your grade for the second semester. Rubrics will be used to grade this assessment.

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<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>DOES NOT MEET EXPECTATIONS</th>
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<tbody>
<tr>
<td><strong>Vocabulary Use</strong></td>
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<td>Are your vocabulary choices appropriate?</td>
<td>You used a variety of vocabulary words. You provide some supporting details.</td>
<td>You use a variety of vocabulary on a few aspects of the topic. You provide few supporting details.</td>
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<td><strong>Comprehensibility</strong></td>
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</tr>
<tr>
<td>Can you be understood? How hard does the listener have to work to get what you are saying?</td>
<td>You are easily understood by those accustomed to interacting with language learners. Your ideas were clear. Your accuracy does not impede comprehension.</td>
<td>You are understood, with minimal difficulty, by those accustomed to dealing with language learners. Most of your ideas were clear. Your accuracy does not interfere with comprehension.</td>
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<tr>
<td><strong>Comprehension</strong></td>
<td></td>
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<tr>
<td>Do you understand what is being said to you?</td>
<td>Your responses reflect comprehension and are appropriate to topic/content.</td>
<td>Your responses generally reflect comprehension and/or most are appropriate to topic/content.</td>
</tr>
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<tr>
<td><strong>Conversational Skills</strong></td>
<td>You ask &amp; answers simple questions. You are able to negotiate meaning.</td>
<td>You respond to most simple direct questions and ask few formulaic questions. You are usually able to negotiate.</td>
</tr>
<tr>
<td>How do you move the conversation along?</td>
<td></td>
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<tr>
<td><strong>Text Type</strong></td>
<td></td>
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<tr>
<td>How do you organize your thoughts?</td>
<td>You use simple sentences and some sentence strings.</td>
<td>You use simple sentences and memorized phrases.</td>
</tr>
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<td></td>
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<tr>
<td><strong>Impact</strong></td>
<td></td>
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</tr>
<tr>
<td>How do you keep the attention of the audience, including eye contact, volume, and delivery?</td>
<td>ORAL: You motivate audience to keep watching. You are lively, enthusiastic, good eye contact, good volume, smooth delivery, natural pauses.</td>
<td>ORAL: You generally maintain attention of audience. At times you show lively enthusiasm, good/satisfactory eye contact and volume, natural pauses and few hesitations.</td>
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<tr>
<td><strong>Risk taking</strong></td>
<td></td>
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<tr>
<td>Do you take risks with language?</td>
<td>You take numerous risks.</td>
<td>You take several risks.</td>
</tr>
</tbody>
</table>
Description of Task

Los verbos, singular, plural blah blah blah... Ugh! Who cares about this Spanish grammar stuff. Before you know it you'll be in Puerto Rico having the best spring break of your life. You'll figure out the Spanish when you get there. You continue daydreaming about your trip to Puerto Rico. HUH?? OH! I'm sorry...(Guess I better pay attention or Señora will give me detention). Señora gives you an envelope. Since you're not paying attention any way you decide to open it up and read what's inside. Enclosed is a letter from your host family. They seem pretty nice..(but they gotta work on their English). They are making plans for your first day and have enclosed some information for you to look at so you can decide what you might want to visit? Excellent! Hmmm...What can I see and do???

Grading:
The Interpretive task counts as 20% of the assessment. The total assessments (all 3 parts) will make up 25% of your grade for the second semester.

Directions:
Answer the following questions according to the information sent to you from your host family.

Section A
Circle whether or not you can go to this place and use the map to write the number or letter of this location

Y  N  _____________  1) Can you visit a pink house?
Y  N  _____________  2) Can you satisfy a sweet tooth craving at a candy store?
Y  N  _____________  3) Can you learn about African history?
Y  N  _____________  4) Can you visit a church?
Y  N  _____________  5) Can you go to the theater?
Y  N  _____________  6) Can you visit a cathedral?
Y  N  _____________  7) Can you go to the movies?
Y  N  _____________  8) Can you visit a castle?
Y  N  _____________  9) Can you visit a fine arts museum?
Y  N  _____________ 10) Can you buy music?
Y  N  _____________ 11) Can you visit a sports museum?
Y  N  _____________ 12) Can you mail a post card?
Y  N  _____________ 13) Can you go to a park?
Second Semester Assessment (507)                  Nombre
Por La Ciudad-Interpretive Task                  Fecha        Clase

<p>| | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Y</td>
<td>N</td>
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<tr>
<td>Y</td>
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<tr>
<td>Y</td>
<td>N</td>
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</tbody>
</table>

14) Can you catch a train in Old San Juan? 
15) Can you buy books or magazines?
16) Can you stop at a bank?
17) Can you take pictures at a monument?
18) Can you visit City Hall?
19) Can you visit a synagogue?
20) Can you go to the library?

Section B
Use the map and key to answer the following questions.

1) What street is the post office on?
   a) San Sebastián  b) Tetuan  c) Fortaleza  d) Del Cristo

2) Where is the capitol building located?
   a) San Sebastián  b) Tetuan  c) Fortaleza  d) Del Cristo

3) What do you find on Calle San Sebastian?
   a) San José Plaza  b) Amadeus Café  c) African Museum  d) all of the above

4) What street is City Hall on?
   a) Luna  b) Puntilla  c) Muñoz Rivera  d) San Francisco

5) Why might you possibly be on the corner of La Marina and Tanca
   a) To buy jewelry  b) To get tourist information
   c) To eat  d) To take a tour of El Morro
**VIEJO SAN JUAN**

<table>
<thead>
<tr>
<th></th>
<th>Nombre</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>La Casita- Centro de Información Turística</td>
<td>24</td>
<td>Cementerio de San Juan</td>
</tr>
<tr>
<td>2</td>
<td>Aduana</td>
<td>25</td>
<td>Iglesia San José</td>
</tr>
<tr>
<td>3</td>
<td>Plaza de Hostos</td>
<td>26</td>
<td>Plaza de San José</td>
</tr>
<tr>
<td>4</td>
<td>Paseo de la Princesa</td>
<td>27</td>
<td>Convento de los Dominicos: Instituto de la Cultura Puertorriqueña-tienda de libros, música y artesanías</td>
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<tr>
<td>5</td>
<td>La Princesa-Compañía del turismo puertorriqueño</td>
<td>28</td>
<td>Museo de Pablo Casals</td>
</tr>
<tr>
<td>6</td>
<td>La Muralla</td>
<td>29</td>
<td>Museo Nuestra Raíz Africana</td>
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<tr>
<td>7</td>
<td>Puerta de San Juan</td>
<td>30</td>
<td>Museo de San Juan</td>
</tr>
<tr>
<td>8</td>
<td>La Fortaleza, Palacio de Santa Catalina: Mansión del Gobernador</td>
<td>31</td>
<td>Plazuela de Monjas</td>
</tr>
<tr>
<td>9</td>
<td>Museo de Felisa Rincón de Gautier</td>
<td>32</td>
<td>Museo del Niño</td>
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<tr>
<td>10</td>
<td>Plazuela de la Rogativa</td>
<td>33</td>
<td>Catedral de San Juan</td>
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<tr>
<td>11</td>
<td>Casa Rosada</td>
<td>34</td>
<td>Joyería Santiago</td>
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<tr>
<td>12</td>
<td>Casa Blanca Museo y Jardín: Residencia de la familia Juan Ponce de León</td>
<td>35</td>
<td>Casa del Libro, Museo: Museo de Bellas Artes</td>
</tr>
<tr>
<td>13</td>
<td>El Morro, Castillo San Felipe</td>
<td>36</td>
<td>Capilla del Cristo</td>
</tr>
<tr>
<td>14</td>
<td>El Morro-Castillo de San Felipe: nivel VI</td>
<td>37</td>
<td>Parque de las Palomas</td>
</tr>
<tr>
<td>15</td>
<td>El Morro-Castillo de San Felipe: faro</td>
<td>38</td>
<td>Librería Díaz</td>
</tr>
<tr>
<td>16</td>
<td>El Morro-Castillo de San Felipe: Artillería</td>
<td>39</td>
<td>Plaza de Armas</td>
</tr>
<tr>
<td>17</td>
<td>Polvorín de Santa Elena</td>
<td>40</td>
<td>Alcaldía, Casa de Ayuntamiento: Galería San Juan Bautista</td>
</tr>
<tr>
<td>18</td>
<td>Escuela de Artes Plásticas</td>
<td>41</td>
<td>Fuente de la Princesa</td>
</tr>
<tr>
<td>19</td>
<td>Asilo de Beneficencia: Instituto Puertorriqueño de Cultura, el Museo Puertorriqueño, Museo del Indio</td>
<td>42</td>
<td>Callejón del Hospital</td>
</tr>
<tr>
<td>20</td>
<td>Parque de Beneficencia</td>
<td>43</td>
<td>Edificio del Capitolio</td>
</tr>
<tr>
<td>21</td>
<td>Plaza del Cuartel de Ballajá</td>
<td>44</td>
<td>El Arsenal de la Puntilla</td>
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<tr>
<td>22</td>
<td>Museo de Las Américas</td>
<td>45</td>
<td>Edificio de la Intendencia</td>
</tr>
<tr>
<td>23</td>
<td>Plaza del quinto centenario</td>
<td>46</td>
<td>Agencia de Parques y Museos</td>
</tr>
</tbody>
</table>

A  Iglesia San Francisco  
B  Casa del Callejón: Casa de la Familia y Museo de la Farmacia  
C  Teatro Tapia  
D  Plaza Colón  
E  Castillo de San Cristóbal  
F  Antiguo Casino de Puerto Rico  
G  Casa Olímpica  
H  Biblioteca Carnegie  
I  Ateneo de Puerto Rico  
J  Casa de España  
K  Banco Popular
SECOND SEMESTER ASSESSMENT – POR LA CIUDAD
PRESENTATIONAL MODE

Now that you are familiar with the layout of the city and the plaza from your Spanish and Social Studies classes, you are going to create your own city with a plaza in the center. Everyone will work individually. Give your city a name. (Remember no ‘s in Spanish!) This will be the title of your project. Use the name as the heading of your map and as the title of your composition. The map counts as 20% of the presentational assessment and the composition counts as 30% of this assessment. The total assessments (all 3 parts) will make up 25% of your grade for the second semester. Rubrics will be used to grade each part of this assessment.

Date Due: __________________________________________________ (map)
_________________________________________________________ (essay)

Part 1 – VISUAL/MAP – Make a map of your city including at least 20 different places and a plaza according to the information discussed in class. Put the name of your city at the top of your map or in another prominent location. Arrange the places along 4-6 streets around town. Label each place using the correct definite article (el or la). The street names could relate to the city name if you choose to use a specific theme. The map must be carefully organized and done in color. Use a small or large poster board. Buildings can be geometric shapes, hand-drawn, construction paper cut-outs or from computer pictures, etc. Be artistic! Be creative! Be neat and colorful! Appearance and accuracy are included in the rubric for this project. See the samples from previous years.

Sample street names:

La Calle ________________________ = ___________________ Street

La Avenida de ________________________ = Avenue of ________________

Paseo del ___________________________ = _______________________ Way

Check with your teacher for help with naming the streets and if you have any questions on the above information.
Part 2 – **COMPOSITION** – You will be writing a composition/essay in SPANISH about your city. Your writing will be 3 short, guided paragraphs. The title of this composition will be the name of your city.

In the first paragraph tell the name of your city, where your city is located, describe your city in **general** terms (big, small, old, modern, etc.). You might tell who is from this city (Use your imagination!). Tell about the plaza and **5 of the main places**. You can describe them, tell what colors they are, tell what they are used for, tell how many of certain places there are, tell which ones you like and why and which ones you do not like, etc. You also need to tell why certain places are included in the plaza and in the city. You can use any other information that you want to tell about your city and the plaza. You may borrow a textbook or a dictionary overnight if needed.

In the second paragraph you will tell how some of the places are located in relation to others. Use the verb **estar** and the prepositions that we studied in class – al lado de, cerca de, lejos de, a la derecha de, a la izquierda de, enfrente de, entre, etc. Write about **3-5 sentences** comparing at least **6 different places**. Remember to talk about which places are in the plaza and explain their position if you did not do so in the first part.

In the third paragraph tell **when** you or others go to certain places (use time, time expressions, days, months, seasons, etc. for this information). Tell **what you do** at some of the places (using the verbs we studied in class). Tell **with whom** you or others go to these places. Tell **why** you go to certain places (using porque or para). You may use any other information learned in your Spanish or Social Studies classes. This paragraph should be the longest or you can divide it up into two separate paragraphs. End the entire essay with an overall closing sentence.

Extra help will be available for either part of this assessment as needed.
SPANISH 6, 7, 8

Grade: 8 (508 A/B)  First Semester

¡A comer!

Communicative Skills: (En Camino)
- Talking about meals and food
- Commenting on food
- Making polite requests
- Ordering a meal in a restaurant
- Asking for and paying the bill in a restaurant
- Understanding the perspective of the Spanish-speaking person through exposure to the cultural focus

Grammar:
- The verb encantar and gustar with indirect object pronouns (exposure to all)
- pensar (infinitive), querer, preferir (e → ie) (exposure to all)
- almorzar, poder (o → ue) (exposure to all)
- Ser and estar with food
- Noun/adjective agreement (re-entry)

Vocabulary:
- Desayuno
- Frutas
- Bebidas

Cultural Focus: Spanish-Speaking countries
- Identify Spanish-speaking countries, their locations, capitals, geographical features, and landmarks
- Identify and describe products, practices, and perspectives on food in Spanish-speaking countries
- Names of fruits and vegetables (p.86)
- Main meal of day (p.92)
- Eating out in South America (p.104)
- Table manners (p.106)
- Dinner and snacks (p.107)
- La comida en el mundo hispanohablante (p.95)
- Enlaces - interdisciplinary connections (pp.112-13)
- Food (pp.94, 96, 101-3, 178, 234)
- La sobremesa (p.27)
- Food items typical to Spanish-speaking countries

Corresponding En Camino pasos: (for reference only, not to be “covered”)
- Capítulo 8 - 8-1, 8-2, 8-3

Vocabulary:
- Desayuno
  - los huevos
  - el tocino
  - el pan tostado
  - el cereal
  - el yogurt
  - el jamón
  - el queso
  - la tortilla
  - la salchicha
  - los huevos revueltos
- Frutas
  - el guineo (el plátano)
  - la manzana
  - la naranja
  - la pera
  - la sandía
  - las uvas
  - el durazno / el melocotón
  - la papaya
  - la piña
  - el mango
  - el coco
  - la fresa
  - la sandía
  - las zanahorias
  - el maíz
  - las papas
  - la cebolla
  - los guisantes
  - el pimiento
- Cena
  - el bistec
  - el puré de papas
  - la pasta
  - el pescado
  - el arroz
  - las habichuelas
  - la pizza
  - el taco
  - los camarones
  - el pavo

Vocabulary:
- la coca
  - el té
  - el café
  - el café con leche
  - el jugo de... naranja
  - manzana
  - el batido de... fresa
  - chocolate
  - la gaseosa / el refresco

- Postres
  - el helado
  - las galletas
  - los dulces
  - el pastel / la torta
  - el pudín
  - la tarta

- Almuerzo
  - la hamburguesa
  - las papas fritas
  - el perro caliente
  - la ensalada
  - el sándwich de...
  - jalea y crema de mani
  - las papitas
  - la sopa de... pollo
  - legumbres
  - los macarrones con queso
  - el queso fundido

- Legumbres
  - el tomate
  - la lechuga
  - el pepino

- Condimentos
  - el jarabe
  - la manteca / mantecilla
  - el azúcar
  - la salsa de tomate
  - la mayonesa
  - la mostaza
  - el aceite y vinagre
  - la sal y pimienta
  - el ajo

- Adjetivos
  - caliente
  - frio
  - delicioso
  - Rico
  - picante

- salado
  - dulce
  - agrodulce
  - agrio
  - jugoso
  - grasiento
  - acerbo
  - amargo

- En el restaurante
  - ¿Qué vas a pedir?
  - Voy a pedir...
  - Quiero...
  - ¿Me puede traer...
  - ¿Nos puede traer...
  - por favor
  - limpio
  - sucio
  - otro
  - La cuenta, por favor.
  - ¿Desean algo más?
  - ¿Cuánto es?
  - ¿Está incluida la propina?
  - Es aparte.
SPANISH 6, 7, 8

- Tener ...
  hambre
  sed
  frío
  calor
  ganas de (infinitive)
  que (infinitive)
First Semester Assessment  español 8 A/B

Teacher notes:
This assessment includes an Interpretive task, an Interpersonal task, and a Presentational task. The teacher may choose to do all three or may choose to do the Interpersonal task along with one of the other tasks. The task descriptions are included below.

INTERPRETIVE: You and a friend are supposed to be on a study abroad with Edison Middle Schools in Madrid, Spain, but instead you are “stranded” in London, England. Unfortunately, bad weather on the main continent is keeping planes from landing anywhere in Europe and you won’t be able to get to Madrid until morning. The travel company has made arrangements for your group to stay at a hotel in London. Now they are trying to organize a nice dinner with a Spanish theme. Even though you haven’t made it to Madrid yet, you do have time to take a little “siesta.” You awake to your teacher knocking at the door and telling you to meet the group in the lobby in fifteen minutes to head out to dinner. Feeling a bit energized, you jump out of bed and start to get ready. It is 3:00 p.m., London time, and you and your friend are a bit hungry. You need to look at the menu and decide on a good meal that consists of a side dish and one appetizer.

INTERPERSONAL: You and your friend, an exchange student from Colombia, have just spent the day shopping in New York City and are now in a mall in Manhattan. You have had a great day of hanging out, visiting different stores and spending some of the money you earned helping your Spanish teacher tutor students. You are both very hungry, so you decide to take your friend to the best part of the mall….the food court. Your friend is in absolute awe of all the colorful signs showing the food choices available….and a bit overwhelmed. It is your task to help your friend navigate his/her way through the many types of restaurants and help make some good decisions as to what you both will eat. Keep in mind that it is 4:30 in the afternoon, and that this time may have a different “cultural meal timing” for you than your Colombian friend. He/she will need something to drink, eat, and some type of dessert. All of the food choices do not have to be from 1 restaurant.

Note: This is the task we have been doing for this unit. If you have your own version of the restaurant scene, you can use that instead. This task is set up for pairs, but it is possible to use groups of three, dividing the part of Person 1. Although students may practice the task, it is recommended that the task be spontaneous, with little practice for the final group, in order to maintain the true nature of the Interpersonal mode.

PRESENTATIONAL: You are a famous restaurant critic. Latina Magazine has hired you to critique a local restaurant. You are to write up a restaurant review using the criteria below for next month’s issue. ¡Buena Suerte!

Notes: It is recommended that this not be a web-based activity. Students should be able to use a restaurant from their own dining experience, their own culture. (This avoids copying information from Spanish sites on the internet.) Teachers may want to have a sign up sheet to avoid having 25 students doing presentations on McDonalds.

The graphic organizer for this assessment is to be used as a guide for writing two paragraphs that have an introduction, body and conclusion. You may have students include the details of items 1-5 in paragraph one and 6-8 in paragraph two.

Partial example you may choose to share with your students:

<table>
<thead>
<tr>
<th>Introducción</th>
<th>La ciudad de Clark tiene un restaurante nuevo. Si te encante la comida italiana, este es su lugar nuevo favorito.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nombre</td>
<td>Tarantella’s esta abierto todos los días menos los lunes.</td>
</tr>
<tr>
<td>Dirección</td>
<td>Este restaurante se encuentra en la esquina de la avenida Central y la calle Raritan. Esta cerca de Barnes Y Noble</td>
</tr>
<tr>
<td>Descripción Visual</td>
<td>Tarantella’s es una casa vieja victoriana con un paisaje impresionante</td>
</tr>
</tbody>
</table>

Grading: Interpretive (5%) + Interpersonal (10%) + Presentational (10%) = 25% of semester grade
¡A comer!

You and your friend, an exchange student from Colombia, have just spent the day shopping in New York City and are now in a mall in Manhattan. You have had a great day of hanging out, visiting different stores and spending some of the money you earned helping your Spanish teacher tutor students. You are both very hungry, so you decide to take your friend to the best part of the mall….the food court.

Your friend is in absolute awe of all the colorful signs showing the food choices available….and a bit overwhelmed. It is your task to help your friend navigate his/her way through the many types of restaurants and help make some good decisions as to what you both will eat.

Keep in mind that it is 4:30 in the afternoon, and that this time may have a different “cultural meal timing” for you than your Colombian friend. He/she will need something to drink, eat, and some type of dessert. All of the food choices do not have to be from 1 restaurant. You will help guide your friend by:

- Introducing the food court and naming 5 restaurants available
- Your friend will then ask what each of the 5 restaurants has, and you will list at least 4 items for each.
- You will then ask your friend specifically, what he/she feels like having (or what meal he/she is in the mood for)
- Based on his/her answer you will suggest a restaurant. Then state where you would like to eat.
- You will “go to” that restaurant. Your friend realizes that the server is also from Colombia and speaks only Spanish. S/he will place your order and will answer any clarifying questions the server has for you. (i.e. What would you like? Do you want fries with that order? Salt, pepper or mayo? Would you like anything else?) Your friend will then place his/her own order, and answer any clarifying questions.
- You will both then comment on the meal you have chosen. State whether or not you like it, why, and what it tastes like to you. (i.e. Me encantan los sándwiches de Michael’s Deli, pero este sándwich está horrible. El pan está duro, la mayonesa está desterrada y el queso es verde. ¡Uf!)
Scenario: You and a friend are supposed to be on a study abroad with Edison Middle Schools in Madrid, Spain, but instead you are “stranded” in London, England. Unfortunately, bad weather on the main continent is keeping planes from landing anywhere in Europe and you won’t be able to get to Madrid until morning.

The travel company has made arrangements for your group to stay at a hotel in London. Now they are trying to organize a nice dinner with a Spanish theme. Even though you haven’t made it to Madrid yet, you do have time to take a little “siesta.” You awake to your teacher knocking at the door and telling you to meet the group in the lobby in fifteen minutes to head out to dinner. Feeling a bit energized, you jump out of bed and start to get ready.

Task: It is 3:00 p.m., London time, and you and your friend are a bit hungry. You need to look at the menu and decide on a good meal that consists of a side dish and one appetizer.

1. Read the menu and decide what you will order. (10 minutes)
2. Answer the comprehension questions. (25 minutes)

Grading: Interpretive (5%) + Interpersonal (10%) + Presentational (10%) = 25% of semester grade

Interpretive Task for Comprehension

I. Meaning from content: Based on the menu you read, write the Spanish word that you think best expresses the meaning of each of the following words.

1. mixed __________________________  6. chicken __________________________
2. olive oil __________________________  7. salad __________________________
3. fresh __________________________  8. flies (insect) __________________________
4. slices/pieces __________________________  9. varied __________________________
5. garlic __________________________  10. wine __________________________

II. Comprehension questions: Answer the following statements as true or false.

1. You would need to use mouthwash after eating the aceitunas mixta. _______
2. Pan a la Catalana is a non-vegetarian, pan-fried dish. _______
3. There are 3 yellow rice dishes. _______
4. Fritura Mixta del Pescado is a mixture of fruit salad and fish. _______
5. *Paella de Verdura* is a vegetarian rice dish. 


7. The first part of the menu describes the “to-go” items. 

8. The menu states prices at Tasca restaurants may vary, according to the season.

### III. Comprehension questions.

Complete the following statements.

1. If you did not have access to a toothbrush or chewing gum after your meal, 3 *tapas* you would surely stay away from are (name 3) ____________________, ____________________, and ____________________.

2. If you are lactose intolerant (can’t digest milk products easily), you definitely could not eat ____________________, one of the side-dishes listed.

3. Name two *tapas* that contain alcohol. ____________________, ____________________.

4. If you really enjoy eating meat, your first choice on the *tapas* section of the menu would be ____________________.

### IV. Cultural Connections.

Answer the following questions in English.

1. Why is *Tasca* an appropriate name for this Spanish style *tapas* bar?

2. After reading the definition for *tapas*, what do you think the servers began to do with the *pan* that was covering the drink? (Think of perspectives/practices/products connection.)

3. If you ordered the *tortilla española*, how might it be different than a Mexican tortilla used for a *fajita* or *quesadilla*?

4. What would you order for lunch for a side dish and *tapa*? Fill in the table to tell what each dish would be and (specifically) what about it appeals to you.

<p>| Side dish: | Why? |</p>
<table>
<thead>
<tr>
<th>Tapas:</th>
<th>Why?</th>
</tr>
</thead>
</table>

Spanish 6, 7, 8

Menu

Acompanamientos

- Aceitunas Mixtas £2.10 (V & GF)
  aceitunas mixtas en una marinada de pimientos, cebolla y limón
- Pan Fresco £1.35
  pan del horno, servido con aceite de aceituna y vinagre
- Pan de Aceitunas y Pan de Tomate £1.70
  una canasta de pan de aceitunas y pan de tomate (del estilo “secado por sol”)
- Pan de Ajo £2.10
  ¡Se cepilla los dientes al fin de la cena!
- Pan de Ajo con Queso £2.45
  el mismo pan con queso de mozzarella
- Pan a la Catalana £2.20
  el ajo, tomate y coriander encima del pan tostado

---

Tapas

- Pollo al Ajillo £3.45
  la pechuga de pollo cocinado en vino blanco y ajo
- Selección de Embutidos £3.65
  una selección de la carnes especiales
- Croquetas de Maíz y Pimientos £2.85 (V)
  croquetas de pimientos rojos y maíz dulce servidas con una mayonesa de ajo
- Queso Manchego £3.55 (V & GF)
  del estilo “Manchego” con tomate fresco y aceite de aceituna
- Patatas Bravas £2.45 (V)
  papas fritas en una salsa picante
- Fritura Mixta de Pescado £4.15
  fritura de pulpo, atún, y gambas con limón, sal y mayonesa de ajo
- Chorizo frito al Vino £3.45
  una salchicha picante frita en vino rojo
- Paella de Verduras £3.15 (V & GF)
  el plato de arroz amarillo y vegetales de la estación
- Ensalada Mixta £3.15 (GF)
  una mezcla de lechuga, tomate, atún, cebolla y pedazos de huevos duros
- Champiñones al Ajillo £2.95 (V & GF)
  “hongos” preparados en una salsa de ajo y aceite de aceituna
- Tortilla Española £2.55 (V & GF)
  una mezcla de huevo, papa y cebolla preparado al horno en el estilo del “omelette”
- Mejillones en salsa Tomate £3.35
- Ensalada de Pollo con Pimientos £3.45
  pedazos de pechuga de pollo, pimiento, pimientos mixtos en una mayonesa sobre una hoja de lechuga
- Paella de Chorizo £3.35

(v) para vegetarianos
(GF) sin gluten

Discover the Origins of “Tapas”

Tasca = un lugar en que se puede beber bebidas alcohólicas; un bar
Tapas = algo para cubrir un vaso; en el pasado, fue un pedazo de pan para cubrir el vaso por tanto las moscas no pueden entrarlo.
You are a famous restaurant critic. *Latina Magazine* has hired you to critique a local restaurant. You are to write up a restaurant review using the criteria below for next month’s issue. ¡Buena Suerte!

1) Name of restaurant
2) Address and description of location
3) Visual description (outdoors/indoors)
4) Type of food and menu (use adjectives to describe how the food tastes in general)
5) Prices
6) Tell what foods you love:
   a. Appetizer
   b. Soup
   c. Salad
   d. Entrée
   e. Desert
   f. Beverage
7) Talk about the service
8) Do you recommend the restaurant

### Introducción

### Nombre

### Dirección

### Descripción Visual (afuera/adentro)

### Tipo de comida y el menú con adjetivos

### Los precios

### Descripción de la comida que te encanta

- a) aperitivo
- b) sopa
- c) ensalada
- d) plato principal
- e) postre
- f) bebida

### El servicio

### ¿Lo recomiendes?

### Conclusión

<table>
<thead>
<tr>
<th>PRESENTATIONAL WRITTEN</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>DOES NOT MEET EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>Less Strong</td>
<td>Strong</td>
<td>Less Strong</td>
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</tbody>
</table>
**First Semester Assessment - español 8 A/B**

<table>
<thead>
<tr>
<th>PRESENTATIONAL WRITTEN</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>DOES NOT MEET EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
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</tr>
<tr>
<td>Did you do everything you were supposed to do?</td>
<td>You include all required elements plus additional information</td>
<td>You complete all requirements</td>
<td>You complete only some of the requirements</td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates intended message</td>
<td>Opening and closing Logical progression of ideas Well organized Ideas connected</td>
<td>Generally has opening and closing Organization evident Ideas generally connected</td>
<td>May lack opening and/or closing Attempts to organize Ideas loosely connected</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you be understood? How clear are your ideas?</td>
<td>a) You are easily understood ** b) your ideas were clear</td>
<td>a) You are generally understood with minimal difficulty**. b) most ideas clear</td>
<td>a) It was very difficult to understand you** b) Your ideas were not clear...May resort to English</td>
</tr>
<tr>
<td>Vocabulary Use</td>
<td></td>
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</tr>
<tr>
<td>Are your vocabulary choices appropriate?</td>
<td>You used a variety of vocabulary words Your vocabulary choices expressed your ideas clearly</td>
<td>You used appropriate vocabulary words Your vocabulary choices expressed your ideas</td>
<td>You used vocabulary words that may not have expressed your ideas clearly. You may resort to English</td>
</tr>
<tr>
<td>Language Control</td>
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<tr>
<td>How accurate is your language?</td>
<td>You are highly accurate</td>
<td>You are generally accurate; errors do not interfere with comprehension</td>
<td>You are not very accurate; errors interfere with comprehension</td>
</tr>
<tr>
<td>Text Type</td>
<td></td>
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</tr>
<tr>
<td>How do you put your words together: words, chunks, sentences, sentence strings</td>
<td>Simple sentences and some sentence strings</td>
<td>Simple sentences and memorized phrases</td>
<td>Words, phrases, chunks of language and lists</td>
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<tr>
<td>Impact</td>
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</tr>
<tr>
<td>Over all effect including: risk taking, humor, idioms</td>
<td>You inspire others to eat at this restaurant tonight. **WRITTEN: You take numerous risks. Use humor-idiomatic phrases.</td>
<td>Others are somewhat inspired and think about eating out” **WRITTEN: You take some risks. Use some humor-idiomatic phrases.</td>
<td>Others are not inspired and prefer to stay in and eat oatmeal **WRITTEN: You take no risks. Use no humor-idiomatic phrases.</td>
</tr>
</tbody>
</table>

**by those accustomed to working with language learners.**

**Comentarios**

**Grading:** Interpretive (5%) + Interpersonal (10%) + Presentational (10%) = 25% of semester grade
### Vocabulary:

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
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<tbody>
<tr>
<td>¡Las vacaciones!</td>
<td><strong>Communicative Skills</strong> <em>(En Camino)</em></td>
</tr>
<tr>
<td>Planning activities and packing lists for vacations during different seasons/weather in different countries</td>
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<tr>
<td>Identifying and describing clothing</td>
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<td>Justifying clothing choices/preferences based on weather, activities, and style</td>
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<tr>
<td>Talking about what you and others are going to do</td>
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<tr>
<td>Talking about where you and others are going to go</td>
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<tr>
<td>Buying souvenirs</td>
<td></td>
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<tr>
<td>Asking how much something costs and telling prices</td>
<td></td>
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<tr>
<td>Describing places</td>
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<tr>
<td>Making simple comparisons</td>
<td></td>
</tr>
<tr>
<td>Understanding the perspective of the Spanish-speaking person through exposure to the cultural focus</td>
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</tr>
</tbody>
</table>

### Grammar:

- Use of *ser* to describe clothes, gifts, and food, including what something is made of
- *pensar* + infinitive, *querer, preferir* *(e → ie)* *(re-entry)*
- *Ir + a + infinitive*
- Making comparisons with *más ... que*, *menos ... que*, and *tan ... como*
- Noun/adjective agreement *(re-entry)*

### Corresponding *Adelante* and *En Camino* pasos: *(for reference only, not to be "covered")*

- Capítulo 5 - 5-3 *(weather)*
- Capítulo Puente - segundo y tercer pasos *(activities and weather)*
- Capítulo 8 - 8-3 *(numbers, p.110)*
- Capítulo 9 - 9-1, 9-2, 9-3
- Capítulo 12 - 12-1, 12-2

### Cultural Focus: Spanish-speaking countries

- Identify Spanish-speaking countries, their locations, capitals, geographical features, and landmarks
- Identify and describe products, practices, and perspectives on clothing on tourism and vacations in South America
- Personal appearance *(p.138)*
- ¿Estás a la moda? *(pp.146-7)*
- Weather reports *(Adelante, pp.212, 215)*
- Weather - in Spanish-speaking countries *(p.75)*
- Transportation *(p.62)*
- Shopping *(pp.136, 176)*
- Currencies in Spanish-speaking countries *(p.153)*
- La Plaza *(p.21)*
- Clothing / shoe sizing Research for souvenirs available in Spanish-speaking countries
- Places to visit while on vacation in Spanish-speaking countries
- Hotel ratings / comparison of ratings in U.S. vs. Spanish-speaking countries

### En Camino

- **Vocabulary:** *(see vocabulary list)*
  - Re-entry of colors, months, days, seasons, and weather expressions *(see *La vida escolar* and *Pasatiempos)*

- **Ropa**
  - Los tenis / los zapatos de tenis
  - Los calcetines / las medias
  - La ropa interior
  - Los pijamas
  - El impermeable
  - La blusa
  - El vestido
  - El corbata

- **Joyas**
  - El collar
  - Los aretes
  - La pulsera
  - El reloj
  - El anillo

- **Artículos para vacaciones**
  - La maleta
  - La toalla de playa
  - Las gafas de sol / los lentes de sol
  - El bloqueador
  - Las gafas de bucear / nadar
  - Los guantes

- **Telas y materiales**
  - Algodón
  - Vaquero
  - Terciopelo (velvet)
  - Franela (flannel)
  - Cobre
  - Plata
  - Oro
  - Níquel
  - Níquel
  - Plástico
  - Poliéster

- **Modos de transporte**
  - En coche / auto / carro
  - En taxi
  - En autobús
  - En tren
  - En bicicleta
  - En barco
  - En metro / subte
  - En avión
  - En avión
  - En avión

- **Diseños**
  - Cuadros
  - Flores
  - Rayas
  - Diseño
  - Lunares

- **Actividades**
  - Nadar en el mar / el océano
  - Pescar en el lago
  - Tomar el sol
  - Bucear en ...
  - Esquiar por las montañas
  - Patinar sobre hielo
  - Dar un paseo en el parque
  - Acampar en el bosque
  - Caminar por ...
The purpose of these activities is to build a portfolio that the student will use in order to have a conversation with you at the end of the semester. Students will have their “Travel Portfolio” and you will ask them questions.

These activities do not have to be utilized in any specific order. Feel free to continue teaching this unit in the order that feels comfortable.

Once you decide what order you will follow, use the activities as a mini assessment of that content area.

In the 508/everyday class, for the final assessment you may have students ask you questions to have them exceed expectations.

The following activities are suggested to build the TRAVEL PORTFOLIO

**AIRLINE TICKET**
Content: time, numbers, currencies from Hispanic countries, weather

**HOTEL TAG**
Content: nearby attractions, numbers, Spanish street names-calle/avenida,

**THE SUITCASE**
Content: clothes, material, fabric, colors, accessories, justifications for bringing these items

**ITINERARY**
Content: places to visit while on vacation, what you do at these places, modes of transportation

**WEEKEND GETAWAY**
Content: all of the above; prepares student to have conversation about everything on a smaller scale

RUBRICS ARE INCLUDED AT THE END

😊
¡Vamos de vacaciones!

Información sobre el vuelo

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Clase</th>
<th>Fecha</th>
</tr>
</thead>
</table>

**DIRECTIONS:** You will use the internet to get information regarding your flight. You will make two tickets one to get there and another to return. Plan a 10 day trip. You will use this information for a presentation or interview *(YOUR TEACHER WILL TELL YOU WHICH FORMAT WILL BE USED)*

**USEFUL WEBSITES:**
- Travelocity.com
- Orbitz.com
- Expedia.com

**Vocabulario importante** Debes usar páginas 14, 161, y el diccionario en el libro

<table>
<thead>
<tr>
<th>Viajar-</th>
<th>Llegar</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cuánto cuesta?</td>
<td>De la mañana</td>
</tr>
<tr>
<td>¿Cuándo?</td>
<td>De la tarde</td>
</tr>
<tr>
<td>Salir</td>
<td>De la noche</td>
</tr>
</tbody>
</table>

**INFORMACION SOBRE EL VUELO**

**GENERAL**
Me gustaría ir a ___________________________________ (ciudad)

Yo quiero viajar el _____ de _________ hasta el ____ de ___________ (fecha)

El vuelo cuesta _____________________ ($$$)

**SALIDA**
Yo salgo el ________________ (fecha) a las ___________________ de la ___________________ (hora)

Yo llego a _____________________ (destinación) a las __________ del la _________ (hora)

**REGRESO**
Yo salgo el _________________ (fecha) a las _____________ de la ___________________ (hora)

Yo llego a ______________________ (destinación)  a las __________ del la ________ (hora)

**PREGUNTAS- BE PREPARED TO ANSWER THESE QUESTIONS!!!**

¿Adónde quieres ir de vacaciones?

¿Cuándo quieres viajar?

¿Cuánto cuesta – la salida/el regreso?

¿Cuándo sales/llegas?

¿A qué hora sales/llegas?
¿De dónde sales?

¿Adonde llegas?
<table>
<thead>
<tr>
<th>SALIDA</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1) Nombre de aerolínea -</td>
<td>__________________________</td>
</tr>
<tr>
<td>2) Nombre de pasajero -</td>
<td>__________________________</td>
</tr>
<tr>
<td>Destinación 3) Ciudad -</td>
<td>_________________  4) País - __________________________</td>
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<tr>
<td>5) Costo -</td>
<td>__________________________</td>
</tr>
<tr>
<td>6) Duración de vuelo - _____ horas ____ minutos</td>
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<tr>
<td>7) Ciudad de salida_______________  8) Fecha de salida – el ____ de</td>
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<tr>
<td>9) Hora de salida - _________ de la __________________________</td>
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<tr>
<td>10) Ciudad de llegada_______________  11) Hora de llegada - ________</td>
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<tr>
<td>12) El tiempo (anticipado) -</td>
<td>__________________________</td>
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<table>
<thead>
<tr>
<th>REGRESO</th>
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<tbody>
<tr>
<td>1) Nombre de aerolínea -</td>
<td>__________________________</td>
</tr>
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<td>2) Nombre de pasajero -</td>
<td>__________________________</td>
</tr>
<tr>
<td>Destinación 3) Ciudad -</td>
<td>_________________  4) País - __________________________</td>
</tr>
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<td>5) Costo -</td>
<td>__________________________</td>
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<td>9) Hora de salida - _________ de la __________________________</td>
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</tr>
<tr>
<td>12) El tiempo (anticipado) -</td>
<td>__________________________</td>
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</tbody>
</table>
¡Vamos de vacaciones!

Nombre
Clase
Fecha

EL HOTEL

You will use the internet to search for hotels in your vacation spot. You will use this information to create a hotel hangtag (see graphic organizer). You are to use your hangtag to present the information to the class.

REQUISITOS
Nombre
Dirección
Número de teléfono
Dirección electrónica
Costo por noche

Tipo de ocupancia
Comodidades
Lugares/atracciones
Ilustración/logotipo

You may do a search for hotels in your destination or use orbitz.com, travelocity.com or expedia.com

LA PRESENTACION

1) Mi hotel se llama __________________________

2) La dirección es ______(#)___________ (calle/avenida) ___________________ (nombre)
en ___________________________(ciudad) ____________________ (país)

3) El número de teléfono es _____________________ y la dirección electrónica es ____________________________

4) Cuesta _____________ por _____________

5) El cuarto es ____________________________

6) Las comodidades son __________________________________________________________
   __________________________________________________________

7) Este hotel está cerca de a)______________________ b) _____________________
   c) ____________________ d) __________________________
¡Vamos de vacaciones!

<table>
<thead>
<tr>
<th>Nombre</th>
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<th>Fecha</th>
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</table>

**HOTEL GRAPHIC**

<table>
<thead>
<tr>
<th><strong>HANGTAG-ORGANIZER</strong></th>
</tr>
</thead>
</table>

**por favor no moleste**

1) Nombre del hotel

2) Dirección

3) Numero de teléfono

4) Dirección electrónica

5) ¿Cuánto cuesta por noche

6) Ocupancia

7) Comodidades

8) Lugares cercanos

9) Ilustración de hotel o logotipo
¡LA MALETA!

Now that you have purchased your airline tickets and made your hotel accommodations, it’s time to PACK YOUR MALETA!!!

**Requisitos**

1) 10 artículos de ropa  
   a) 5 los colores  
   b) 5 el material o el diseño  
2) 5 accesorios/artículos  
   a) Joyas-descripción  
   b) Artículos-descripción  
3) Justificaciones por sus elecciones  
   a) ¿Por que escogiste esta ropa, joyas?  
   b) ¿Por que necesitas estos artículos?

<table>
<thead>
<tr>
<th>Ropa</th>
<th>Color</th>
<th>Razón - Justificación</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
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<th>Material/diseño</th>
<th>Razón – Justificación</th>
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<table>
<thead>
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<th>Artículos-accesorios</th>
<th>Descripción</th>
<th>Razón – Justificación</th>
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</table>
SPANISH 6, 7, 8

61
¡Vamos de vacaciones!  

**EL ITINERARIO**

You will use the internet to search for places to visit and activities to do in your vacation spot. You will use this information to complete the itinerary chart (see graphic organizer). You will use your chart to discuss your vacation plans. You should include at least one specific place for each day and at least ten different activities total. If you are working in a group, most activities can be the same. However, you should have one specific place that you plan on going alone with the appropriate activities.

<table>
<thead>
<tr>
<th>día / fecha / hora</th>
<th>lugar específico</th>
<th>actividades</th>
<th>modo de transportación</th>
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¡Vamos de vacaciones!  

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<thead>
<tr>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Needs improvement</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information</strong></td>
<td>You have included all required information.</td>
<td>You have included most required information.</td>
<td>You have included some required information.</td>
</tr>
<tr>
<td>How much information do you include?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>All of your information is accurate. There are few spelling errors.</td>
<td>Most of your information is accurate. There are some spelling errors.</td>
<td>Some of your information is accurate. There are many spelling errors.</td>
</tr>
<tr>
<td>How accurate is the information? Does it make sense?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of time</strong></td>
<td>You spent most of your time on task. You may have helped others.</td>
<td>You spent some of your time on task. You may have helped others too much.</td>
<td>You spent little time on the task. You needed to be reminded to stay on task.</td>
</tr>
<tr>
<td>How well do you use the time given in class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Legible</strong></td>
<td>N / A</td>
<td>Your paper is easy to read. There are no problems.</td>
<td>Your paper is easy to read at times, but there are some problems with your hand-writing.</td>
</tr>
<tr>
<td>How easy is it to read what you wrote?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
¡Vamos de vacaciones!  Nombre  Clase  Fecha

**ITINERARY – RUBRIC**

<table>
<thead>
<tr>
<th>Information</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Needs improvement</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much information do you include?</td>
<td>You have included all of the required information.</td>
<td>You have included most of the required information.</td>
<td>You have included some required information.</td>
<td>You have included little required information.</td>
</tr>
<tr>
<td>the day, date, and time for each place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the name of a specific place for each day</td>
<td>You have included all of the required information.</td>
<td>You have included all of the required information.</td>
<td>You have included some required information.</td>
<td>You have included little required information.</td>
</tr>
<tr>
<td>10 different activities</td>
<td>You have included all of the required information.</td>
<td>You have included most of the required information.</td>
<td>You have included some required information.</td>
<td>You have included little required information.</td>
</tr>
<tr>
<td>how you will get to each place</td>
<td>You have included all of the required information.</td>
<td>You have included most of the required information.</td>
<td>You have included some required information.</td>
<td>You have included little required information.</td>
</tr>
</tbody>
</table>

**Accuracy**

How accurate is the information? Does it make sense?

- All of your information is accurate. There are few spelling errors.
- Most of your information is accurate. There are some spelling errors.
- Some of your information is accurate. There are many spelling errors.
- Most of your information is not accurate. You basically use English. YOU NEED TO REDO.

**Use of time**

How well do you use the time given in class?

- You spent most of your time on task. You may have helped others.
- You spent some of your time on task. You may have helped others too much.
- You spent little time on the task. You needed to be reminded to stay on task.
- You wasted your time.

**Legible**

How easy is it to read what you wrote?

- N / A
- Your paper is easy to read. There are no problems.
- Your paper is easy to read at times, but there are some problems with your handwriting.
- Your paper is difficult to read. You tried to complete the assignment too quickly.
¡Vamos de vacaciones!

Nombre  Clase  Fecha

PACKING LIST – RUBRIC

<table>
<thead>
<tr>
<th>Information</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Needs improvement</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much information do you include?</td>
<td>You have included a wide variety of clothing items with some descriptions for the items.</td>
<td>You have included a variety of items with few descriptions for the items.</td>
<td>You have included some items with no descriptions.</td>
<td>You have included few items with no descriptions.</td>
</tr>
<tr>
<td>Clothing / description</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessories / shoes / articles</td>
<td>You have included a variety of items in each category that shows you put some thought into the list.</td>
<td>You have included some items that show you put some thought into the list.</td>
<td>You have included a few items, but could have put more thought into the list.</td>
<td>You have included no items in some of the categories. You should have put more effort and thought into list.</td>
</tr>
<tr>
<td>Justifications</td>
<td>You have included several reasons for packing the clothing, accessories, and shoes that you have listed, including weather and activities.</td>
<td>You have included a few reasons for packing the clothing, accessories, and shoes that you have listed, including weather and activities.</td>
<td>You have included a few reasons for packing the clothing, accessories, or shoes that you have listed, including weather or activities.</td>
<td>You have included no justifications for packing the clothing, accessories, or shoes that you have listed.</td>
</tr>
</tbody>
</table>

| Accuracy | How accurate is the information? Does it make sense? | All of your information is accurate. There are few spelling errors. | Most of your information is accurate. There are some spelling errors. | Some of your information is accurate. There are many spelling errors. | Most of your information is not accurate. You basically use English. YOU NEED TO REDO. |

| Use of time | How well do you use the time given in class? | You spent most of your time on task. You may have helped others. | You spent some of your time on task. You may have helped others too much. | You spent little time on the task. You needed to be reminded to stay on task. | You wasted your time. |

| Legible | How easy is it to read what you wrote? | Your paper is easy to read. There are no problems. | Your paper is easy to read at times, but there are some problems with your handwriting. | Your paper is difficult to read. You tried to complete the assignment too quickly. | |

| N / A | | | | |
Task:
You will use your travel portfolio to answer questions about your vacation. This is 50% of your semester assessment grade, which is 25% of your semester grade.

Scenario:
You’re at the airport. You have an hour before your plane boards. You sit back in your seat, turn on your iPod and close your eyes to relax. Suddenly you feel someone tapping your shoulder. You open your eyes and find yourself looking at the cutest old lady you’ve ever seen. Awww, she even has a bow in her hair (and a little too much make up). “Scoos me, dis is gate tree, no?” says the adorable lady. How cute...you think to yourself, she barely speaks English. Very proudly you respond in your best Spanglish, “Sí, señora es gate three.” Well, now you opened up a can of worms. La señora has decided you are her new best friend and has started to ask you a million questions...in Spanish. Oh well, time to start practicing!

Be prepared to answer the following types of questions.

1) Where are you going?
2) How is the weather?
3) What type of clothes did you pack?
4) What city are you staying in?
5) What hotel are you staying in?
6) Where is this hotel?
7) Tell me about the hotel
8) How long are you staying?
9) Who are you traveling with?
10) Where do you plan to visit?
11) How are you going to get around?
12) What kinds of activities are you going to do there?
<table>
<thead>
<tr>
<th>Pregunta</th>
<th>Repuesta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are you going?</td>
<td></td>
</tr>
<tr>
<td>How is the weather?</td>
<td></td>
</tr>
<tr>
<td>What type of clothes did you pack?</td>
<td></td>
</tr>
<tr>
<td>What city are you staying in?</td>
<td></td>
</tr>
<tr>
<td>What hotel are you staying in?</td>
<td></td>
</tr>
<tr>
<td>Where is this hotel?</td>
<td></td>
</tr>
<tr>
<td>Tell me about the hotel</td>
<td></td>
</tr>
<tr>
<td>How long are you staying?</td>
<td></td>
</tr>
<tr>
<td>Who are you traveling with?</td>
<td></td>
</tr>
<tr>
<td>Where do you plan to visit?</td>
<td></td>
</tr>
<tr>
<td>How are you going to get around?</td>
<td></td>
</tr>
<tr>
<td>What kinds of activities are you going to do there?</td>
<td></td>
</tr>
<tr>
<td>SPANISH 6, 7, 8</td>
<td>68</td>
</tr>
</tbody>
</table>
FOURTH QUARTER ASSESSMENT
LAS VACACIONES

Nombre ________________________ Clase _____ Fecha __________________ Nota ________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Needs Improvement (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCABULARY USE</td>
<td>You use a variety of vocabulary, with little repetition. You provide some supporting</td>
<td>You use appropriate vocabulary, with some repetition. You provide main ideas, with few</td>
<td>Your vocabulary is limited and/or repetitive. You do not provide main ideas or</td>
</tr>
<tr>
<td></td>
<td>details.</td>
<td>supporting details.</td>
<td>supporting details.</td>
</tr>
<tr>
<td></td>
<td><strong>COMPREHENSION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How well do you understand? What do you do when you don't understand something?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>You respond appropriately to most of the conversation. You may ask questions or</td>
<td>You respond appropriately to some of the conversation. You may repeat words or try</td>
<td>You respond appropriately too little of the conversation. You may use gestures to</td>
</tr>
<tr>
<td></td>
<td>substitute words when unsure of meaning.</td>
<td>to use substitute words when unsure of meaning.</td>
<td>show you don't understand or you may use English.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION STRATEGIES</td>
<td>You participate in conversational topics with little hesitation. You may refer to the</td>
<td>You participate in conversational topics with some hesitation. You refer to the visuals</td>
<td>You participate in conversational topics with a lot of hesitation. You rely heavily on</td>
</tr>
<tr>
<td></td>
<td>visuals from time to time, but are able to talk about various aspects of your vacation</td>
<td>often, but are able to talk about a few aspects of your vacation without them.</td>
<td>the visuals and are unable to talk about the different aspects of your vacation</td>
</tr>
<tr>
<td></td>
<td>without them.</td>
<td></td>
<td>without them.</td>
</tr>
<tr>
<td>COMPREHENSIBILITY</td>
<td>You are generally understood by those used to interacting with language learners (i.e.</td>
<td>You are understood with minimal difficulty by those used to interacting with language</td>
<td>You are understood with difficulty by those used to interacting with language learners (i.e. teachers). There are many pronunciation errors, which may impede some of your message.</td>
</tr>
<tr>
<td></td>
<td>teachers). Your pronunciation does not distort message.</td>
<td>learners (i.e. teachers). There are pronunciation errors, but they do not distort</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>message.</td>
<td></td>
</tr>
<tr>
<td>LANGUAGE CONTROL</td>
<td>You are generally accurate with simple sentences. You may use strings of sentences.</td>
<td>You are highly accurate with memorized language. You may use simple sentences. Your</td>
<td>You are highly accurate with phrases, lists, and chunks of language. Your accuracy</td>
</tr>
<tr>
<td></td>
<td>Your accuracy decreases when attempting to give details.</td>
<td>accuracy decreases when you attempt to create with language.</td>
<td>decreases when attempting to use simple sentences.</td>
</tr>
</tbody>
</table>

Assessment Grade: This will count as 50% of your second semester assessment grade.
The entire assessment counts as 25% of the semester grade.
Imagine that you are at the beginning of your vacation in (Spanish-speaking country) and you want to send out all of your postcards so they arrive before you get back. While writing to your friends and relatives, you decide to send one to your Spanish teacher too.

You will be given a 5 x 8 index card. You cannot use a smaller card. If you lose this card, you need to see me for a replacement card or buy one of this exact size. On the front (blank side), you will neatly and creatively place pictures of famous scenes and places from the city and country where you are vacationing. You can get these pictures from the computer, from a travel brochure (you may need to visit a travel agent) or you can draw them. You can also try a travel magazine or any other resource.

On the back (lined side), you will write a letter to your Spanish teacher back home. Since you are not sure of the address, you decide to send it to your teacher at school. Use up to 1½ on the left side of your card to include the address and a stamp (sticker, drawing, etc.)

You need to include the following in your letter:

1) Full date in Spanish... ¡Cuidado! – Be sure that the date you use and the weather fit the place during that season

2) Salutation (Querido ______, or Querida __________.)

3) Explain where you are and describe the place.

4) Tell a few things about the weather where you are.

5) Tell him or her about the interesting places you and other family members plan to visit and the fun things you want to do while at those places.

6) Tell what you and your family are going to do later or tomorrow.

7) You must include a variety a vocabulary that we have discussed in class.

8) You may want to mention the food, clothing, gifts, health, activities or anything else that you’ve learned this year.

9) Closing and sign your name (in Spanish).

You will be graded on a rubric.

This will count as 50% of your second semester assessment grade.

The entire assessment counts as 25% of the semester grade.
Second Semester Assessment  
Las Vacaciones

<table>
<thead>
<tr>
<th>Nombre __________________</th>
<th>Clase _____</th>
<th>Fecha __________________</th>
<th>Nota ______</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>VOCABULARY USE/IMPACT</strong></th>
<th><strong>Exceeds Expectations</strong></th>
<th><strong>Meets Expectations</strong></th>
<th><strong>Does Not Meet Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you use vocabulary pertaining to the topic? Do you include details (i.e. day, time, weather, etc.)?</td>
<td>You use a wide variety of vocabulary, with little repetition. You include where you are going to go and what you are planning to do, with some supporting details.</td>
<td>You use a variety of vocabulary, with some repetition. You include where you are going to go and what you are planning to do, with few supporting details.</td>
<td>Your vocabulary is limited and/or repetitive. You include where you are going to go and/or what you are planning to do, with no supporting details.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>COMPREHENSIBILITY</strong></th>
<th><strong>Exceeds Expectations</strong></th>
<th><strong>Meets Expectations</strong></th>
<th><strong>Does Not Meet Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you be understood?</td>
<td>You are generally understood by those accustomed to reading written products by language learners, with minimal difficulty.</td>
<td>You are generally understood by those accustomed to reading written products by language learners, with some difficulty.</td>
<td>You are understood by those accustomed to reading written products by language learners, with much difficulty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LANGUAGE CONTROL</strong></th>
<th><strong>Exceeds Expectations</strong></th>
<th><strong>Meets Expectations</strong></th>
<th><strong>Does Not Meet Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>How in control are you of the language?</td>
<td>You are generally accurate when producing simple sentences. Your accuracy may decrease when attempting to include details.</td>
<td>You are highly accurate with memorized language. You try to use simple sentences. Your accuracy may decrease when attempting to use sentences.</td>
<td>You are generally accurate with memorized language. You include sentences without verbs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ORGANIZATION</strong></th>
<th><strong>Exceeds Expectations</strong></th>
<th><strong>Meets Expectations</strong></th>
<th><strong>Does Not Meet Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your postcard flow and include hello/how are you?/good-bye</td>
<td>You included all of the indicated information.</td>
<td>You include most of the indicated information.</td>
<td>You include some of the indicated information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SPELLING</strong></th>
<th><strong>Exceeds Expectations</strong></th>
<th><strong>Meets Expectations</strong></th>
<th><strong>Does Not Meet Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you spell correctly and use the correct punctuation marks, including accents, when able to use reference materials?</td>
<td>You have few spelling / punctuation errors.</td>
<td>You have some spelling / punctuation errors.</td>
<td>You have many spelling / punctuation errors.</td>
</tr>
</tbody>
</table>
Grade 8: First Quarter
Entretenimiento

Communicative Skills: (En Camino)
- Asking for and giving an opinion
- Expressing preferences
- Making simple comparisons
- Talking about what you and others do for entertainment
- Describing entertainment choices: movies, television programs, music, art
- Understanding the perspective of the Spanish-speaking person through exposure to the cultural focus

Grammar:
- pensar (infinitive), querer, preferir (e → ie)
- comparisons: más ... que, menos ... que, tan ...
- re-entry of gustar and indirect object pronouns (exposure to all)

Vocabulary:
- Arte
  - tipo
  - la pintura
  - el cuadro
  - la escultura
  - el mural
  - el dibujo
  - el monumento
  - la fotografía
- género
  - clásico
  - realista
  - abstracto
  - surrealista
  - cubista
  - antiguo
  - moderno
- tema
  - la guerra
  - la familia
  - la familia real
  - la religión
  - el retrato
  - la naturaleza
  - la muerte
  - la historia
- verbos
  - criticar
  - mirar
  - dibujar
  - pintar
- preguntas

- ¿Qué opinas de ___?
- ¿Qué tipo de arte es ___?
- ¿De qué género es ___?
- ¿Qué colores ves ___?
- ¿Cómo es ___?

- Televisión
  - género
    - el programa de
    - el dibujo animado
    - la comedia
    - el drama
    - las noticias
    - la telenovela
    - el anuncio
    - el programa de música
    - el programa de entrevistas
    - el canal
  - rasgos
    - el/la protagonista
    - el/la antagonista
    - los personajes
    - el escenario
    - la época
- tema
  - la familia
  - el honor
  - el respeto
  - el amor
  - el conflicto entre ___ y ___
  - el actor
  - la actriz

- Música
  - género
    - rock
    - hip-hop
    - rap
    - pop
    - clásica
    - jazz
    - alternativa
    - merengue
    - salsa
    - tango
    - bachata
  - instrumentos
    - el güiro
    - el cuatro
    - la gira
    - la guitarra (eléctrica)
    - las maracas
    - las congas
    - las castañuelas
    - la batería
    - la flauta
    - el clarinete
    - la trompeta
    - el trombón
    - el saxofón
    - el piano

Vocabulary: (see vocabulary list)

Cultural focus: Spanish-speaking countries
- Identify Spanish-speaking countries, their locations, important cities, geographical features, and landmarks
- Identify and describe products, practices, and perspectives on entertainment in Spanish-speaking countries
- Students will be exposed to various cultural products through the use of authentic art, music, television, and movie materials

Corresponding En Camino pasos: (for reference only, not to be "covered")
- Capítulo 7 - 7-1, 7-2, 7-3
- Capítulo 9 - 9-2
- Capítulo 10 - 10-1
- Capítulo 12 - 12-1
el violín

- Comentarios
  - Me parece bien.
  - Creo que ___.
  - Pienso que
Teacher Notes:

GENERAL: Students are to complete one Interpretive task for the First Quarter Assessment, along with one Presentational task.

INTERPRETIVE: Two tasks have been included to give the teacher options. The theme of the first task is music and the theme of the second task is art. The task descriptions are included below. It is recommended that class activities and assessments include Interpretive reading tasks and the rubric to familiarize the students with the process. The teacher may choose to give one task as a mini-assessment and the other as part of the Quarter Assessment.

Task 1: You have taken advantage of your school's exchange trip to Spain and are now in Málaga. The tour guide has informed everyone that all evenings will be free time. You and some friends think it would be fun to go out for the evening. You volunteer to find out where you can go and what you can do within walking distance to the hotel. You find some information on the Internet. Read the articles. Then complete the activities for the Comprehension Phase in English.

Task 2: A friend of your older brother is going on a trip sponsored by his high school to France and Spain. He has only studied French and is interested in doing something "cultural" while he is in Madrid. He has asked you to help him understand the following announcement. Read the article and then complete the comprehension activities in English.

PRESENTATIONAL: Three tasks have been included here. The teacher may choose one for all students to complete, or allow the students to choose from the options. The theme of the first task is TV, the theme of the second is art, and the theme of the third is music. Each is an oral presentation that requires the student to give information to the class about the topic, including the information from the graphic organizer, and a visual or aural piece to share with the class. Teachers may choose to allow students to use a CD instead of the Internet to find music, but students should still be required to find the lyrics on the Internet.

As classwork/effort is included in the grade, it is advised that students be given one or two days in class to use the Internet. If this is not done, changes in grading criteria should be made. Also, the rubric can be weighted to make grading easier, i.e. 4 criteria for the oral (each criteria worth two times the other criteria), 1 criterion for visual/aural, 1 criterion for classwork/effort.

(Note: Movies have not been included due to the availability of written summaries and the length of a movie in general. This theme may be assessed as a mini-assessment either through the Interpersonal or Presentational modes.)
Task 1: You and your friends have grown tired of the marriage proposals and magnificent makeovers of the United States’ reality TV. You have decided to explore Spanish television for a change of pace, but you don’t know what to watch. Using the internet, you will examine the programming of the Spanish channels Univision and Telemundo; select a program that you think may interest you; watch at least 30 minutes of the program; and utilize the chart to record/organize your findings on the program; and present your findings to the class, using either a 2-3 minute clip of your show, or create a “movie poster” (like the ones in the theaters) for your show.

Task 2: You are in a study abroad program and are looking for part time work. You have applied to be a tour guide in (museum). Part of the job interview requires you to describe a piece of artwork. Using the Internet, you will explore the artwork at the Museo del Prado and the Museo de la Reina Sofía; select a piece of art that interests you; copy and save the piece onto a disk; complete the chart to organize your information; and present your findings to the class, using either a short powerpoint presentation, or create an “art poster” (like the ones used to advertise an exhibit or museum) for your show.

Task 3: You are surfing the Internet for music and find a great site for Latino music. You like the beat, but aren’t too sure of the words. You decide to investigate the song and bring it in for extra credit in your Spanish class. Using the Internet, you will explore various radio stations; select a Latino song that interests you; find the lyrics to the song on the Internet; complete the chart to organize your information; and present your findings to the class, using either a 2-3 minute clip of your song, or a “music poster” for your show.

Grading: Interpretive (10%) + presentational (15%) = 25% of quarter grade
(i.e.) Interpretive = 40% of assessment grade
Presentational = 60% of assessment grade
Task: You have taken advantage of your school's exchange trip to Spain and are now in Málaga. The tour guide has informed everyone that all evenings will be free time. You and some friends think it would be fun to go out for the evening. You volunteer to find out where you can go and what you can do within walking distance to the hotel. You find some information on the Internet. Read the articles. Then complete the activities for the Comprehension Phase in English.

Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main ideas</strong> (How well do you find the main ideas from the text?)</td>
<td>You are able to identify the main idea. You identify some of the important ideas.</td>
<td>You are able to identify the main idea. You identify few of the important ideas.</td>
<td>You are unable to identify the main idea and/or any other important ideas.</td>
</tr>
<tr>
<td><strong>Key Words</strong> (How do you determine meaning of words?)</td>
<td>You are able to determine the meaning of some of the key words using context clues. You are able to determine the meaning of all key words that are cognates and thematic vocabulary.</td>
<td>You are able to determine the meaning of most key words that are cognates and thematic vocabulary. You may be able to determine the meaning of a keyword using context cues.</td>
<td>You are able to determine the meaning of some key words that are cognates and thematic vocabulary.</td>
</tr>
<tr>
<td><strong>Preferences</strong> (How well can you give and support your preference?)</td>
<td>Able to state preference and support / explain using text.</td>
<td>Able to state preference with little support / explanation using text.</td>
<td>Able to make state preference with no support / explanation.</td>
</tr>
</tbody>
</table>

Comments:
First Quarter Assessment  
Entretenimiento  
Una noche libre en Málaga

Nombre ___________________________ Clase _____ Fecha ____________________

I. **Main Idea.** Using the information from the reading, provide the main purpose of the articles in English.

II. **Supporting details.** After reading the articles, indicate which artist(s) the statement applies to. Include all possible artist(s).

<table>
<thead>
<tr>
<th></th>
<th><strong>A. El Canto del Loco</strong></th>
<th><strong>B. León Gieco</strong></th>
<th><strong>C. Dulce Pontes and Ennio Morricone</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>These artists are currently on tour, which will continue until late October.</td>
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<tr>
<td></td>
<td>These artists will be performing at the same place, but on different dates.</td>
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<tr>
<td></td>
<td>These artists play &quot;dance&quot; music.</td>
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<tr>
<td></td>
<td>These artists have worked for several years to prepare their new album.</td>
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<tr>
<td></td>
<td>This artist has had a long career combining folk and rock music.</td>
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<tr>
<td></td>
<td>Tickets for the show(s) of these artists may be purchased on the Internet.</td>
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<tr>
<td></td>
<td>There is a published time for the show(s) of these artists.</td>
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<tr>
<td></td>
<td>There is a set price for the show(s) of these artists.</td>
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</tbody>
</table>
III. **Meaning from context.** Based on these articles, write what the following bold-faced words or expressions probably mean in English.

1. page 1, paragraph 1  El cuarteto hará bailar a los fans …

2. page 1, paragraph 3  y que les hará recorrer toda la geografía …

3. page 2, paragraph 1  … conocido por fusionar el rock con las raíces …

4. page 2, paragraph 2  … himnos del rock nacional …

5. page 2, paragraph 4  … no pueden perderse este concierto …

6. page 3, paragraph 1  La cantante portuguesa …

7. page 3, paragraph 2  … cuarenta años de carrera musical …

8. page 3, paragraph 3  "Focus" es una obra de madurez …

IV. **Preferences.** Which of the shows would you want to attend with your friends? Use details from the article(s) to support your answer. If you don't want to attend any, explain your answer using the articles to support your explanation.
Concierto de El Canto del Loco en la plaza de toros de Estepona
La gira Fortuna Ffull Music trae al cuarteto hasta Málaga el próximo domingo 18 de julio

Isabel Jarillo / Málaga

Los chicos de El Canto del Loco tienen previsto dirigir la gira Fotuna Ffull Music, en la que llevan insertos desde el pasado 29 de mayo, hasta la plaza de toros de Estepona. El cuarteto hará bailar a los fans que les han convertido en uno de los nombres de referencia en el panorama musical nacional con los temas de su último trabajo, 'Estados de ánimo'. La cita tendrá lugar el próximo domingo, 18 de julio.

La banda de Dani Martín lleva más de 130 conciertos desde 2003, por lo que esta no será la primera vez que ECDL salga a la arena, ya que hace unos meses lo hacía como teloneros de Hombres G en el Aditorio Nacional de México DF.

El concierto se engloba dentro de un tour que les tendrá ocupados hasta bien entrado el mes de octubre y que les hará recorrer toda la geografía nacional con los temas de 'Estados de ánimo', su último álbum. En concreto, el cuarteto se encuentra inmerso en la gira Fotuna Ffull Music desde el pasado 29 de mayo.
El argentino León Gieco llena el Cervantes con su música popular

El autor de 'Sólo le pido a Dios' es el tercero de los conciertos del Festival Terral 2004 que tienen como marco el teatro Cervantes

María González / Málaga

León Gieco, el Bob Dylan argentino, llega a nuestro país con treinta y dos años de experiencia a sus espaldas en una carrera más que consolidada como máximo exponente de la música popular trasandina, conocido por fusionar el rock con las raíces del folclore de su país.

Gieco presenta su álbum dieciséis, 'El vivo de León', desde que se iniciara en 1973. Es muy conocido por ser autor de muchos de los himnos del rock nacional argentino, entre ellos, el conocido 'Sólo le pido a Dios', un grito antibélico que ha dado la vuelta al mundo.

Además de por su música, Gieco es conocido por sus numerosos gestos de solidaridad y apoyo a distintas causas sociales. Este artista es más carisma que profesionalidad, talento creativo que interpretativo, fuerza que sutileza. Pero nadie es capaz de recrear sus temas, y pocos de levantar el entusiasmo de la gente y de convertir una sala de teatro en una fiesta popular como él lo hace.

Los malagueños que admiren la música de León Gieco no pueden perderse este concierto y los que aún no lo conocen, tienen una oportunidad única para descubrir a este genio argentino.

El concierto tendrá lugar el jueves, 15 de julio, a las 20.30 horas. Formará parte del ciclo Terral 2004 que trae a la capital voces de todos los estilos y de diferentes nacionalidades.
La voz de Dulce Pontes y la música de Ennio Morricone el próximo viernes

La voz de la cantante portuguesa Dulce Pontes y la música del compositor italiano Ennio Morricone se unen en un concierto que tendrá lugar el 16 de julio en el teatro Cervantes

María González / Málaga

La cantante portuguesa Dulce Pontes y el compositor italiano Ennio Morricone se conocieron en 1996, mientras ella grababa un tema para la película 'Sostiene Pereira'. Decidieron trabajar juntos en el futuro. Hoy, nueve años más tarde, nos presentan el fruto de su unión, 'Focus'.

Podemos considerar esta obra como un recorrido de los más de cuarenta años de carrera musical del maestro Morricone. Recoge cinco bandas sonoras del compositor italiano con temas tan conocido como 'A rose among thorns' ('La misión', 1986), 'Cinema Paradiso' ('Cinema Paradiso', 1988), 'No ano que vem' ('Maddalena', 1971) o 'La luz prodigiosa' ('La luz prodigiosa', 2003). En el disco aparecen, además, cinco nuevas piezas, escritas especialmente para la ocasión, algunas por Dulce Pontes.

'Focus' es una obra de madurez y plenitud de ambos músicos. De impecable orquestación, la voz fadista, de tristeza atlántica de Pontes se supera a sí misma con las notas, que rozan la perfección, del maestro Morricone.

Acompañando la voz de Dulce Pontes encontramos a Hubert-Jan Hubbeek al saxo alto/soprano, Felipe Lucas con la guitarra portuguesa, Stefanos Korkolis al piano, Hugo Correira tocará el bajo eléctrico, Walter Hidalgo, el bandoneón y Manuel de Oliveira, la guitarra acústica.

El concierto de Dulce Pontes, que tendrá lugar el próximo viernes, 16 de julio a las 20.30 en el Cervantes, será el cuarto del ciclo Terral 2004 que el teatro Cervantes acerca a Málaga. Completan el festival artistas de la talla de Antoio Orozco, Solomon Burke, León Gieco, Bobby McFerrin, Michael Nymas Quartet, Natacha Atlas, Joan Manuel Serrat y Ute Lemper.
Task: A friend of your older brother is going on a trip sponsored by his high school to France and Spain. He has only studied French and is interested in doing something "cultural" while he is in Madrid. He has asked you to help him understand the following announcement. Read the article and then complete the comprehension activities in English.

Rubric

<table>
<thead>
<tr>
<th>Main ideas (How well do you find the main ideas from the text?)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are able to identify the main idea. You identify some of the important ideas.</td>
<td>You are able to identify the main idea. You identify few of the important ideas.</td>
<td>You are unable to identify the main idea and/or any other important ideas.</td>
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<table>
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<tr>
<th>Key Words (How do you determine meaning of words)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are able to determine meaning of all of the required number of key words using contextual clues, cognates, and thematic vocabulary.</td>
<td>You are able to determine meaning of all of the required number of key words using cognates and thematic vocabulary.</td>
<td>You are able to determine meaning of some of the required number of key words using cognates and thematic vocabulary.</td>
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</table>

<table>
<thead>
<tr>
<th>Inferences (How well can you give and support your opinion using the text?)</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
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<tbody>
<tr>
<td>You are able to give inferences, with much support from text.</td>
<td>You are able to give inferences with little support from text.</td>
<td>You are unable to give inferences with support from text.</td>
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Comments:
I. **Main Idea.** Using the information from the reading, provide the main purpose of the article in English.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

II. **Supporting details.** After reading the article,
- Decide if each detail below is true or false based on the information in the article;
- For the details that are false, find and copy the correct detail to make the detail true.

**T**  **F**  The museum is open every day.

________________________________________________________________________

**T**  **F**  Students with ID only pay 1,50 €.

________________________________________________________________________

**T**  **F**  There is no entrance fee after 4:30 pm on Saturdays.

________________________________________________________________________

**T**  **F**  Salvador Dalí was the founder of the movement.

________________________________________________________________________

**T**  **F**  The show includes works from 40 artists.

________________________________________________________________________

**T**  **F**  The show includes paintings, sculptures, and photographs.

________________________________________________________________________

**T**  **F**  The show is presented in chronological order.

________________________________________________________________________
The show focuses on the spiritual nature of the movement and the inspiration from Dalí.

III. **Key word recognition.** In the spaces provided below, list 10 key words that helped you to understand the article. Include the English.

<table>
<thead>
<tr>
<th>español</th>
<th>inglés</th>
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</table>

IV. **Inferences.** Respond to the following prompt in English.

It is said that Surrealism was a very influential movement in many areas. Do you agree or disagree? Use the article to support your answer.
HUÉLLAS DALINIANAS

La fuerza del Surrealismo

En el centro de Arte Reina Sofía se presenta esta exposición que revisa las raíces surrealistas en la España de principios del siglo XX

Fecha inicio: 6 de Julio de 2004
Fecha fin: 18 de Octubre de 2004
Técnica: Varios
Precio: 3,01 €. Con carné joven o de estudiante, 1,50 €.
Entrada gratuita: Sáb. desde las 14.30 h., dom., menores de edad, jubilados, desempleados y días 6 de dic., 12 de oct. y 18 de mayo.

El surrealismo fue un movimiento multidisciplinario que influyó en la pintura, la escultura, la música, la literatura, el teatro o la danza y que a principios del siglo XX fue todo un símbolo vanguardista. Su influencia fue de tal magnitud que André Breton fundador de este movimiento generó movilizaciones políticas y ecos filosóficos con los postulados surrealistas. Fue una manera de entender la vida, un sentimiento liberador y contestatario a las ataduras convencionales de la burguesía, principal enemiga de los surrealistas.

Su índole innovadora, e informalista tuvo en la figura de Salvador Dalí a su mayor ícono y su fuerte personalidad sumada al temprano éxito mediático del catalán hizo que muchos artistas jóvenes sufrieran una temprana fascinación por la figura de Dalí que impregnaba el espíritu y el aire de la época.

La muestra que se presenta en el Centro de Arte Reina Sofía bajo el título de Huellas Dalinianas recoge aquellas influencias con 104 piezas de cuarenta artistas que entre 1927 y el final de la guerra civil comenzaron un diálogo formal o semántico con la obra de Salvador Dalí.

Huellas Dalinianas se compone de ocho apartados con cuadros, dibujos, esculturas, fotografías y collages de diferentes artistas entre los que destacan los notables dibujos de Federico García Lorca o artistas de la famosa escuela de Vallecas como Alberto Sanchez, Benjamín Palencia o Maruja Mallo. También reluce una notable colección de la escuela española en París con obras de Oscar Domínguez, Bernal, Antonio Rodríguez...
Luna, Angel Planells, José María Ucelay o José Caballero.

En el apartado de *Objetos Imposibles* destacan obras de Planells, De Lecuona, Javier Ciria o Moreno Villa a los que se suman fotografías y collages de Manuel Viola, Joseph María Lladó o José Ortiz Echagüe.

La muestra no tiene carácter cronológico y su intención es más espiritual que erudita siendo su interés mostrar los aires que el surrealismo y la figura de Dalí inspiraron en la época. La exposición se completa con una gigantesca escultura del artista Carlos Pazos instalada en el patio de Sabatini por encargo del museo.

**Pablo Sobisch**


July 20, 2004
Scenario: You and your friends have grown tired of the marriage proposals and magnificent makeovers of the United States' reality TV. You have decided to explore Spanish television for a change of pace, but you don't know what to watch.

Task: Using the internet, you will utilize the below organizer to:
   a) examine the programming of the Spanish channels *Univision* and *Telemundo*.
   b) select a program that you think may interest you
   c) watch at least 30 minutes of the program
   d) utilize the chart to record and organize your findings on the program.
   e) present your findings to the class, using either a 2-3 minute clip of your show, or a "movie poster" (like the ones in the theaters) for your show

Grading: This part of the assessment will be combined with the grade you received from the interpretive activity earlier in the quarter to equal your total assessment grade (25% of your quarter grade).

Interpretive (10%) + presentational (15%) = 25% of quarter grade

Your grade for *this activity* will be based on following:

- 80% oral presentation
- 10% visual presentation
- 10% classwork and effort

Parte Uno  Instrucciones para usar la red (internet)

_____1. Visita:  *telemundo.com*

_____2. Escoje: programación

_____3. Escoje: lunes, martes o miércoles en los horarios

_____4. Escoje: un programa que te gusta (por la tarde o la noche)

_____5. Mira: información del programa y toma apuntes

_____6. Visita:  *univision.com*

_____7. Escoje: t.v. (arriba de la página)

_____8. Escoje: horarios (arriba de la página)

_____9. Mira: el horario de univision y de Telefutura
10. Escoje: lunes, martes o miércoles en los horarios

11. Escoje: un programa que te gusta (por la tarde o la noche)

12. Mira: información del programa y toma apuntes

13. Decide: ¿Qué programa quisieras mirar? ¿Qué programas quisieras usar para tu proyecto?

************************************************************************

**Parte Dos**

**Mis apuntes**

<table>
<thead>
<tr>
<th>Título</th>
<th></th>
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<tbody>
<tr>
<td>Género</td>
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<td>El/la protagonista</td>
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<td>El tema</td>
<td></td>
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<tr>
<td>La hora (¿En qué día? ¿En qué hora?)</td>
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<tr>
<td>El canal</td>
<td></td>
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<tr>
<td>Me interesa porque.....</td>
<td></td>
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<tr>
<td>Yo (no) recomiendo este programa porque.....</td>
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</tbody>
</table>

**Parte Tres**

**Instrucciones de mirar el programa (Viewing)**

1. Esta semana mira el programa que quieres usar.

2. Si tienes “cablevision” usa esta lista--→ Univision = Canal 6
   Telemundo = Canal 16
   Telefutura = Canal 17

3. Por favor, mira **30 minutos o más** de tu programa
4. **Toma apuntes en el organizador.** Si hay más información, necesitas tomar más apuntes.

5. ****** Por favor, si sea posible,  
   a) **graba por cinta (tape) 2 or 3 minutos de tu programa para compartir (share) con la clase o**  
   b) **prepara un cartel de tu programa .** (como los anuncios en el cine)

**Parte Cuatro** La presentación –un repaso (a review)

1. Es una presentación oral.  
2. Es necesario contarle a la clase información de tu programa.  
3. Es necesario mostrarle a la clase una cosa visual. (un video o cartel)  
4. Es necesario incluir toda la información del organizador (parte 2).

¡Buena Suerte!
Scenario: You are in a study abroad program and are looking for part time work. You have applied to be a tour guide in (museum). Part of the job interview requires you to describe a piece of artwork.

Task: Using the Internet, you will utilize the below organizer to:
   a) explore the artwork at the Museo del Prado and the Museo de la Reina Sofia
   b) select a piece of art that interests you
   c) copy and save the piece onto a disk
   d) complete the chart to organize your information
   e) present your findings to the class, using either a short powerpoint presentation, or an “art poster” (like the ones used to advertise an exhibit or museum) for your show

Grading: This part of the assessment will be combined with the grade you received from the interpretive activity earlier in the quarter to equal your total assessment grade (25% of your quarter grade).

Interpretive (10%) + presentational (15%) = 25% of quarter grade

Your grade for this activity will be based on following:
   80% oral presentation
   10% visual presentation
   10% classwork and effort

Parte Uno: Instrucciones para usar la red (internet)

   ____1. Visita: museoreinasofia.mcu.es/portada/portada.php
   ____2. Escoje: colección
   ____3. Escoje: plano de la 2ª planta o 4ª planta
   ____4. Escoje: una sala para entrar
   ____5. Mira: el arte diferente y toma apuntes
   ____6. Visita: museoprado.mcu.es/home.html
   ____7. Escoje: visitas
   ____8. Escoje: 50 obras escenciales del Museo del Prado y después, Edificio Villanueva o Cason del Buen Retiro y una sala para entrar los números en azul o Baja: la página y mira la lista de obras analizadas con anterioridad
   ____9. Mira: el arte diferente y toma apuntes
10. Decide: ¿Qué obra de arte prefieres? ¿Cuál quisieras usar para tu proyecto?

**Parte Dos: Mis apuntes**

<table>
<thead>
<tr>
<th>Nombre y ciudad del museo</th>
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<table>
<thead>
<tr>
<th>Nombre de la obra de arte</th>
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<tr>
<th>El/la artista</th>
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<th>El tipo</th>
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<th>El género</th>
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<tr>
<th>Descripción general</th>
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<tbody>
<tr>
<td>¿Qué hay en la obra?</td>
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<td>¿Cómo es?</td>
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<tr>
<td>¿Qué colores ves?</td>
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<th>El tema posible</th>
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<table>
<thead>
<tr>
<th>Me interesa porque....</th>
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<table>
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<tr>
<th>En mi opinión, esta obra es ...</th>
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**Parte Tres: Instrucciones de preparar** (escoje una de las opciones)

a. **prepara una presentación de Powerpoint** de dos o tres fichas (slides), incluyendo la obra total y una o dos fichas con las partes importantes en grandecida

b. **prepara un cartel de tu obra**, con el nombre y la ciudad del museo

**Parte Cuatro:** La presentación – un repaso (a review)

1. Es una presentación oral.
2. Es necesario contarle a la clase información de tu obra.
3. Es necesario mostrarle a la clase una cosa visual. (una presentación de Powerpoint o cartel)
4. Es necesario incluir toda la información del organizador (parte 2).

¡Buena Suerte!
Scenario: You are surfing the Internet for music and find a great site for Latino music. You like the beat, but aren’t too sure of the words. You decide to investigate the song and bring it in for extra credit in your Spanish class.

Task: Using the Internet, you will utilize the below organizer to:
  f) explore various radio stations
  g) select a Latino song that interests you
  h) find the lyrics to the song on the Internet
  i) complete the chart to organize your information
  j) present your findings to the class, using either a 2-3 minute clip of your song, or a “music poster” for your show

Grading: This part of the assessment will be combined with the grade you received from the interpretive activity earlier in the quarter to equal your total assessment grade (25% of your quarter grade).

Interpretive (10%) + presentational (15%) = 25% of quarter grade

Your grade for this activity will be based on following:
  80% oral presentation
  10% visual presentation
  10% classwork and effort

Parte Uno: Instrucciones para usar la red (internet)

_____1. Visita: yahoo

_____2. Escoje: music

_____3. Escoje: LAUNCHcast RADIO

_____4. Escoje: radio station guide

_____5. Escoje: pop latino

_____6. Escucha: canciones diferentes y toma apuntes

_____7. Busque: la letra (lyrics) de la canción
**Parte Dos:** Mis apuntes

<table>
<thead>
<tr>
<th>Título</th>
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<tbody>
<tr>
<td>El/la cantante</td>
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<td>Nombre de álbum</td>
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<td>El género</td>
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<td>Rasgos generales</td>
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<td>La letra</td>
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<td>El tema</td>
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<tr>
<td>Me interesa porque….</td>
<td></td>
</tr>
<tr>
<td>En mi opinión, esta canción es ….</td>
<td></td>
</tr>
</tbody>
</table>

**Parte Tres:** Instrucciones de preparar (*escoje* una de las opciones)

1. Escucha la canción unas veces y toma apuntes en el organizador
2. Lee la letra de la canción y escoje parte para compartir (share) con la clase
3. ***** Por favor, si sea possible,
   a) **graba por cinta (tape) 2 or 3 minutos de tu canción para compartir con la clase o**
   b) **prepara un cartel de tu canción**

**Parte Cuatro:** La presentación – un repaso (a review)

1. Es una presentación oral.
2. Es necesario contarle a la clase información de tu canción.
3. Es necesario compartirle a la clase una cosa aural o visual.
4. Es necesario incluir toda la información del organizador (parte 2).
¡Buena Suerte!
**First Quarter Assessment**

Oral – entretenimiento

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Clase</th>
<th>Fecha</th>
<th>Nota</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PRESENTATIONAL ORAL</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS (Strong)</th>
<th>EXPECTATIONS (Less strong)</th>
<th>DOES NOT MEET EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
<td>You completed all of the required elements plus additional information.</td>
<td>You completed all of the requirements.</td>
<td>You completed most of the requirements.</td>
<td>You completed only some of the requirements.</td>
</tr>
<tr>
<td>Organization</td>
<td>You had an opening and closing. Sequence of ideas was logical. Ideas were well-connected.</td>
<td>You generally had opening/closing. Sequencing evident. Ideas connected.</td>
<td>You may have lacked an opening or closing. Attempted to organize. Ideas loosely connected.</td>
<td>May have lacked opening or closing. Disorganized.</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>You were easily understood.* Your ideas were clear.</td>
<td>You were generally understood with minimal difficulty.* Most ideas were clear.</td>
<td>At times it was difficult to understand you.* Ideas unclear at times.</td>
<td>It was very difficult to understand you.* Your ideas were not clear...you may have resorted to English.</td>
</tr>
<tr>
<td>Vocabulary Use</td>
<td>You used a variety of vocabulary words. Your vocabulary choices expressed your ideas clearly.</td>
<td>You used appropriate vocabulary. Your vocabulary choices expressed your ideas.</td>
<td>You used appropriate vocabulary. Your vocabulary choices expressed your ideas most of the time.</td>
<td>You used vocabulary words that may not have expressed your ideas clearly. You may have resorted to English.</td>
</tr>
<tr>
<td>Language Control</td>
<td>You were highly accurate.</td>
<td>You were generally accurate; errors did not interfere with meaning.</td>
<td>You were moderately accurate; at times your errors may have interfered with comprehension.</td>
<td>You were not very accurate; errors interfered with comprehension.</td>
</tr>
<tr>
<td>Text Type</td>
<td>Simple sentences and some sentence strings.</td>
<td>Simple sentences and memorized phrases.</td>
<td>Words, phrases, chunks of language and lists.</td>
<td>Words, some phrases, few chunks of language, lists or resorts to English.</td>
</tr>
<tr>
<td>Impact</td>
<td>You inspired others to watch this TV program through your animation and enthusiasm using the impact tools.</td>
<td>Others were thinking about watching this TV program through your use of some of the impact tools.</td>
<td>Others were somewhat inspired to watch this TV program through your slight use of impact tools.</td>
<td>Others were not inspired and would rather count the ceiling tiles because you did not take risks, use humor, make eye-contact or use TPR.</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual was very creative, eye-appealing and organized.</td>
<td>Visual was somewhat creative, eye-appealing and organized.</td>
<td>Visual was somewhat eye-appealing or creative, somewhat organized.</td>
<td>Visual was not eye-appealing or organized. Did not demonstrate effort or care.</td>
</tr>
<tr>
<td>Class work</td>
<td>You used class time wisely, stayed on task, and came in each day well-prepared with the previous day's assignment.</td>
<td>You used class time wisely, stayed on task and came in each day prepared with previous day's work.</td>
<td>You occasionally had to be reminded to use class time wisely and to stay on task.</td>
<td>You did not use class time wisely by getting off–task with other things. You had to be reminded of the task at hand and were frequently unprepared with the previous day’s</td>
</tr>
</tbody>
</table>
* = For those accustomed to working with language learners.
¿Tienes planes?

Communicative Skills: (En Camino)
- Making plans
- Talking on the telephone
- Extending invitations, making suggestions
- Accepting and turning down an invitation and explaining why
- Talking about moods, feelings, and physical conditions
- Talking about grooming, daily routines, and getting ready
- Talking about where you went and what you did
- Understanding the perspective of the Spanish-speaking person through exposure to the cultural focus

Grammar:
- Estar + adjectives to describe health, moods, conditions
- Expressions with tener
- Poder, dormir, jugar (o→ue)
- Reflexive verbs (personal hygiene) / pronouns (exposure to all), sentirse
- verbs followed by an infinitive (gustar, pensar, necesitar, deber, poder, querer, ir + a, tener + que, tener + ganas de)
- Introduction to preterite verbs – will continue throughout year

Vocabulary: (see vocabulary list)

Cultural Focus: Spanish-speaking countries
- Identify Spanish-speaking countries, their locations, capitals, geographical features, and landmarks
- Identify and describe products, practices, and perspectives on health and sports in Spanish-speaking countries
- Answering the phone (p.48)
- Sports (pp.218-19, 227, 231, 236-7)
- Bless you! (p.220)
- Idiomatic expressions with body parts (p.224)

Corresponding En Camino pasos (for reference only, not to be "covered")
- Capítulo 7 - 7-1, 7-2, 7-3
- Capítulo 10 - 10-1 (opinions), 10-3 (preterite -ar verbs)
- Capítulo 11 - 11-1, 11-2, 11-3
- Capítulo 12 - 12-1

Vocabulary:

- Sentimientos / Salud
  - Sentirse
  - estar ...
  - resfriado/a
  - nervioso/a
  - enojado/a
  - triste
  - preocupado/a
  - ocupado/a
  - cansado/a
  - enfermo/a
  - tener ...
  - fiebre
  - tos
  - gripe
  - catarro
  - frío
  - calor
  - dolor de ...

- Cuerpo
  - la cabeza
  - los dientes
  - la espalda
  - el estómago
  - la garganta
  - la mano
  - el oído
  - el pelo
  - la pierna

- Actividades
  - estirarse

- Lugares divertidos
  - el gimnasio
  - el centro deportivo
  - la cancha de fútbol
  - la cancha de tenis
  - el estadio
  - la pista de correr
  - el campo
  - la ciudad
  - el circo
  - el lago
  - el parque de atracciones
  - el teatro
  - el zoológico
  - el acuario
  - el campo
  - la ciudad
  - el circo
  - el lago
  - el parque de atracciones
  - el teatro
  - el zoológico
  - el acuario

- Objetos de higiene
  - la afeitadora
  - el cepillo de dientes

- Verbos reflexivos
  - prepararse
  - lavarse
  - bañarse
  - ducharse
  - peinarse
  - cepillarse
  - lavarse los dientes
  - cepillarse los dientes
  - afeitarse
  - maquillarse
  - ponerse (la ropa)
  - quitarse (la ropa)
  - vestirse (e→i)
  - despertarse (e→ie)
  - levantarse
  - acostarse (o→ue)
  - dormirse (o→ue)
  - divertirse (e→ie)
Second Quarter Assessment
Interpretive Task: ¿Tienes planes?

Nombre ___________________________ Clase _____ Fecha ______________________ Nota ________

You are in Spain participating in your school’s student exchange program. A few weeks have passed and you are starting to feel at home. Your host family has been out all day. While they are doing other chores, they have asked you to listen to the answering machine and write down the messages on the pad by the phone. Listen to the messages and complete each form as completely as you can.

Grading: Interpretive (10%) + Interpersonal (15%) = 25% of quarter grade

<table>
<thead>
<tr>
<th>Main idea</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You are able to identify most of the activities / places mentioned in the messages.</td>
<td>You are able to identify some of the activities / places mentioned in the messages.</td>
<td>You are able to identify few of the activities / places mentioned in the messages.</td>
</tr>
</tbody>
</table>

| Supporting details | You are able to include some supporting details, including who left the message, who the message is for, and when the person wants to do the activity. | You are able to include few supporting details, including who left the message, who the message is for, and when the person wants to do the activity. | You are unable to include supporting details, including who left the message, who the message is for, and when the person wants to do the activity. |

Número ________

¿Quién llamó? ________________________________
¿Para quién? ________________________________
MENSAJE:
¿Qué? ______________________________________
____________________________________________
____________________________________________
¿Dónde? ____________________________________
______________________________
¿Cuándo? __________________________________

Número ________

¿Quién llamó? ________________________________
¿Para quién? ________________________________
MENSAJE:
¿Qué? ______________________________________
____________________________________________
____________________________________________
¿Dónde? ____________________________________
______________________________
¿Cuándo? __________________________________
Número _______   Número _______

¿Quién llamó? ______________________________________
¿Para quién? ______________________________________
MENSAJE: ______________________________________
¿Qué? ______________________________________
_________________________________________
_________________________________________
¿Dónde? ______________________________________
_________________________________________
¿Cuándo? ______________________________________
_________________________________________

Número _______   Número _______

¿Quién llamó? ______________________________________
¿Para quién? ______________________________________
MENSAJE: ______________________________________
¿Qué? ______________________________________
_________________________________________
_________________________________________
¿Dónde? ______________________________________
_________________________________________
¿Cuándo? ______________________________________
_________________________________________

Número _______   Número _______

¿Quién llamó? ______________________________________
¿Para quién? ______________________________________
MENSAJE: ______________________________________
¿Qué? ______________________________________
_________________________________________
_________________________________________
¿Dónde? ______________________________________
_________________________________________
¿Cuándo? ______________________________________
_________________________________________

Número _______   Número _______

¿Quién llamó? ______________________________________
¿Para quién? ______________________________________
MENSAJE: ______________________________________
¿Qué? ______________________________________
_________________________________________
_________________________________________
¿Dónde? ______________________________________
_________________________________________
¿Cuándo? ______________________________________
_________________________________________
SPANISH 6, 7, 8

Second Quarter Assessment

¿Tienes planes?

INTERPRETIVE: You are in Spain participating in your school’s student exchange program. A few weeks have passed and you are starting to feel at home. Your host family has been out all day. While they are doing other chores, they have asked you to listen to the answering machine and write down the messages on the pad by the phone. Listen to the messages and complete each form as completely as you can.

NOTE: You will receive a CD to use for this task. You may choose to use some of the messages as a practice activity. You may also choose to use different messages for your classes if you have more than one class.

INTERPERSONAL: You are in Spain participating in your school’s student exchange program. A month has gone by and you have made friends with some of the local teenagers. It’s Friday after school and you decide to call Rosalia and make plans to go out this weekend. You should use as much language as you can. If possible, include entertainment information from first quarter.

Notes: The students are to have a telephone conversation inviting each other out to go somewhere. The following guideline may be useful in preparing the students while keeping the conversation as spontaneous as possible.

- Give the students the Interpersonal task
- Brainstorm what the conversation might sound like. Allow students to brainstorm ideas as a class. Ask them to generate some questions and expressions you might hear during the conversation. (But, do not spend too much time on this.)
- Then practice in groups of 2 or 3 for a few minutes. Students should not script out dialogue.
- When you assess students use random partners to create a spontaneous conversation.
- Random partners: During the assessment the partners should be randomly picked. The students may rehearse with one known partner but should NOT know who their assessment partner will be ahead of time (although the teacher may know who the partners will be 😊). You can make a copy of this page and cut out the cards below in order to make the conversation more spontaneous. This will help keep students from memorizing lines and will require that they LISTEN to each other.

HOW TO USE CARDS

1) On the back of set “A” write the same number that appears on card
2) Place the cards face down
3) Let students draw one of each number (Remind students that there are other requirements to the conversation, not just these cards)
4) Have set “B” cards facing down also. Then have students pick a card from set “B”. This is where the student should invite the other student to. (There are five blank cards to use as you wish)

SET A

<table>
<thead>
<tr>
<th>SET A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1] MAKE CALL</td>
<td>1] RECEIVE CALL</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2] EXTEND 1ST INVITATION</td>
<td>2] DECLINE 1ST INVITATION (and explain why)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3] EXTEND 2ND INVITATION</td>
<td>3] DECLINE 2ND INVITATION (and explain why)</td>
</tr>
</tbody>
</table>
SET B (from p. 66/En camino)

<table>
<thead>
<tr>
<th>El zoologico</th>
<th>El teatro</th>
<th>El parque de atracciones</th>
<th>El museo</th>
<th>El lago</th>
</tr>
</thead>
<tbody>
<tr>
<td>La ciudad</td>
<td>El circo</td>
<td>El campo</td>
<td>El acuario</td>
<td>El cine</td>
</tr>
<tr>
<td>El concierto</td>
<td>Mi casa</td>
<td>El gimnasio</td>
<td>El estadio</td>
<td>La cancha</td>
</tr>
</tbody>
</table>

Grading: Interpretive (10%) + Interpersonal (15%) = 25% of quarter grade
Second Quarter Assessment

¿Tienes planes?

Interpersonal Task:
You are in Spain participating in your school’s student exchange program. A month has gone by and you have made friends with some of the local teenagers. It’s Friday after school and you decide to call Rosalia and make plans to go out this weekend. You should use as much language as you can. If possible, include entertainment information from first quarter.

Your conversation is to follow the outline below.

☐ Greeting
☐ Extend an invitation and give reason why you want to go there
☐ Turn down first offer and give a reason why

☐ Extend 2nd invitation and give reason why you want to go there
☐ Accept invitation and give reason why
☐ Make plans (day & time)
☐ Farewells

Scoring Criteria: Interpersonal Task Rubric

<table>
<thead>
<tr>
<th>Requirements</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>DOES NOT MEET EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you do everything you were supposed to?</td>
<td>You included all required elements plus additional information</td>
<td>You completed all requirements.</td>
<td>You only did some of requirements.</td>
</tr>
<tr>
<td>Vocabulary Use</td>
<td>You used a variety of vocabulary words</td>
<td>You used appropriate vocabulary words</td>
<td>You used vocabulary words that may not have expressed your ideas clearly</td>
</tr>
<tr>
<td>Are your vocabulary choices appropriate?</td>
<td>Your vocabulary choices expressed your ideas clearly</td>
<td>Your vocabulary choices expressed your ideas</td>
<td></td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>a) You were easily understood **</td>
<td>a) Generally I understood you (with minimal difficulty)**.</td>
<td>a) It was VERY difficult to understand you</td>
</tr>
<tr>
<td>Can you be understood? How hard does listener have to work to get what you are saying?</td>
<td>b) Your ideas were clear</td>
<td>b) At times ideas were unclear</td>
<td>b) Your ideas are not clear</td>
</tr>
<tr>
<td></td>
<td>c) Accuracy does not impede comprehension</td>
<td>c) Accuracy does not interfere with comprehension</td>
<td>c) You accuracy interferes with comprehension</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Your responses reflect comprehension; responses are appropriate to topic/content</td>
<td>Responses reflect comprehension and/or Usually responses are appropriate to topic/content</td>
<td>Responses generally do not reflect comprehension and/or Responses may not be appropriate to topic/content</td>
</tr>
<tr>
<td>Do you understand what is being said to you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conversational Skills</td>
<td>You ask &amp; answers simple questions You are able to negotiate meaning</td>
<td>You respond to most simple direct questions. You ask few formulaic questions and usually are able to negotiate</td>
<td>You respond to a limited number of formulaic questions; able to ask a limited amount of questions; unable to negotiate meaning</td>
</tr>
</tbody>
</table>

**by those accustomed to working with language learners.

Grading: Interpretive (10%) + Interpersona (15%) = 25% of quarter grade
You are in Spain participating in your school’s student exchange program. A few weeks have passed and you are starting to feel at home. Your host family has been out all day. While they are doing other chores, they have asked you to listen to the answering machine and write down the messages on the pad by the phone. Listen to the messages and complete each form as completely as you can.

Grading: Interpretive (10%) + Interpersonal (15%) = 25% of quarter grade

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<tr>
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<th>Exceeds Expectations</th>
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<tbody>
<tr>
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<td>You are able to identify few of the activities / places mentioned in the messages.</td>
</tr>
<tr>
<td><strong>Supporting details</strong></td>
<td>You are able to include some supporting details, including who left the message, who the message is for, and when the person wants to do the activity.</td>
<td>You are able to include few supporting details, including who left the message, who the message is for, and when the person wants to do the activity.</td>
<td>You are unable to include supporting details, including who left the message, who the message is for, and when the person wants to do the activity.</td>
</tr>
</tbody>
</table>

**Número ______

¿Quién llamó? ____________________________________________
¿Para quién? ____________________________________________
MENSAJE:
¿Qué? __________________________________________________
________________________________________________________
________________________________________________________
¿Dónde? ________________________________________________
________________________________________________________
¿Cuándo? ________________________________________________

**Número ______

¿Quién llamó? ____________________________________________
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¿Qué? ______________________________________________
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____________________________________________________________________________________

¿Dónde? ___________________________________________
____________________________________________________________________________________

¿Cuándo? __________________________________________
____________________________________________________________________________________

Número _______

¿Quién llamó? ______________________________________
¿Para quién? ______________________________________
MENSAJE:
¿Qué? ______________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

¿Dónde? ___________________________________________
____________________________________________________________________________________

¿Cuándo? __________________________________________
____________________________________________________________________________________
Grade 8: Third Quarter
¡A comer!

Communicative Skills: (En Camino)
- Talking about meals and food
- Commenting on food
- Making polite requests
- Ordering a meal in a restaurant
- Asking for and paying the bill in a restaurant
- Talking about what you ate and how the food tasted
- Describing typical foods
- Understanding the perspective of the Spanish-speaking person through exposure to the cultural focus

Grammar:
- The verb *encantar* and *gustar* with indirect object pronouns (exposure to all)
- *pensar* (infinitive), *querer*, *preferir* (e → ie) (exposure to all) (re-entry)
- *almorzar* (o → ue) (exposure to all)
- *Ser* and *estar* with food
- Noun/adjective agreement (re-entry)
- *Otro*

Vocabulary: (see vocabulary list)

<table>
<thead>
<tr>
<th>Spanish Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desayuno</td>
<td>Breakfast</td>
</tr>
<tr>
<td>Los huevos</td>
<td>Eggs</td>
</tr>
<tr>
<td>El tocino</td>
<td>Bacon</td>
</tr>
<tr>
<td>El pan tostado</td>
<td>Toast</td>
</tr>
<tr>
<td>El cereal</td>
<td>Cereal</td>
</tr>
<tr>
<td>El yogurt</td>
<td>Yogurt</td>
</tr>
<tr>
<td>El jamón</td>
<td>Ham</td>
</tr>
<tr>
<td>El queso</td>
<td>Cheese</td>
</tr>
<tr>
<td>La tortilla</td>
<td>Tortilla</td>
</tr>
<tr>
<td>La salchicha</td>
<td>Sausage</td>
</tr>
<tr>
<td>Los huevos revueltos</td>
<td>Scrambled eggs</td>
</tr>
<tr>
<td>Frutas</td>
<td>Fruits</td>
</tr>
<tr>
<td>El guineo</td>
<td>Plantain</td>
</tr>
<tr>
<td>La manzana</td>
<td>Apple</td>
</tr>
<tr>
<td>La naranja</td>
<td>Orange</td>
</tr>
<tr>
<td>La pera</td>
<td>Pear</td>
</tr>
<tr>
<td>La sandía</td>
<td>Watermelon</td>
</tr>
<tr>
<td>Las uvas</td>
<td>Grapes</td>
</tr>
<tr>
<td>El durazno</td>
<td>Plum</td>
</tr>
<tr>
<td>El melocotón</td>
<td>Melon</td>
</tr>
<tr>
<td>La papaya</td>
<td>Papaya</td>
</tr>
<tr>
<td>La piña</td>
<td>Pineapple</td>
</tr>
<tr>
<td>El mango</td>
<td>Mango</td>
</tr>
<tr>
<td>El coco</td>
<td>Coconut</td>
</tr>
<tr>
<td>La fresa</td>
<td>Potato</td>
</tr>
<tr>
<td>La toronja</td>
<td>Sweet corn</td>
</tr>
<tr>
<td>Las cerezas</td>
<td>Cereals</td>
</tr>
<tr>
<td>Bebidas</td>
<td>Drinks</td>
</tr>
<tr>
<td>El agua</td>
<td>Water</td>
</tr>
<tr>
<td>La leche</td>
<td>Milk</td>
</tr>
<tr>
<td>El té frío</td>
<td>Iced tea</td>
</tr>
<tr>
<td>La limonada</td>
<td>Lime juice</td>
</tr>
</tbody>
</table>

Cultural Focus: Spanish-Speaking countries
- Identify Spanish-speaking countries, their locations, capitals, geographical features, and landmarks
- Identify and describe products, practices, and perspectives on food in Spanish-speaking countries
- Names of fruits and vegetables (p.86)
- Main meal of day (p.92)
- Eating out in South America (p.104)
- Table manners (p.106)
- Dinner and snacks (p.107)
- La comida en el mundo hispanohablante (p.95)
- Enlaces - interdisciplinary connections (pp.112-13)
- Food (pp.94, 96, 101-3, 178, 234)
- La sobremesa (p.27)
- Food items typical to Spanish-speaking countries

Corresponding En Camino pasos: (for reference only, not to be "covered")
- Capítulo 8 - 8-1, 8-2, 8-3

<table>
<thead>
<tr>
<th>Spanish Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>La lechuga</td>
<td>Milk</td>
</tr>
<tr>
<td>Las zanahorias</td>
<td>Carrots</td>
</tr>
<tr>
<td>El maíz</td>
<td>Corn</td>
</tr>
<tr>
<td>Las papas</td>
<td>Potatoes</td>
</tr>
<tr>
<td>La cebolla</td>
<td>Cabbage</td>
</tr>
<tr>
<td>Los guisantes</td>
<td>Stew</td>
</tr>
<tr>
<td>El pimiento</td>
<td>Cheese</td>
</tr>
<tr>
<td>Cena</td>
<td>Dinner</td>
</tr>
<tr>
<td>El bistec</td>
<td>Steak</td>
</tr>
<tr>
<td>El puré de papas</td>
<td>Mash</td>
</tr>
<tr>
<td>La pasta</td>
<td>Pasta</td>
</tr>
<tr>
<td>El pescado</td>
<td>Fish</td>
</tr>
<tr>
<td>El arroz</td>
<td>Rice</td>
</tr>
<tr>
<td>Las habichuelas</td>
<td>Anchovies</td>
</tr>
<tr>
<td>La pizza</td>
<td>Pizza</td>
</tr>
<tr>
<td>El taco</td>
<td>Taco</td>
</tr>
<tr>
<td>Los camarones</td>
<td>Stuffed peppers</td>
</tr>
<tr>
<td>El pavo</td>
<td>Turkey</td>
</tr>
<tr>
<td>Condimentos</td>
<td>Spices</td>
</tr>
<tr>
<td>El jarabe</td>
<td>Meat</td>
</tr>
<tr>
<td>La manteiga / mantequilla</td>
<td>Butter</td>
</tr>
<tr>
<td>El aziúcar</td>
<td>Salty water</td>
</tr>
<tr>
<td>La salsa de tomate</td>
<td>Tomato sauce</td>
</tr>
<tr>
<td>La mayonesa</td>
<td>Mayonnaise</td>
</tr>
<tr>
<td>La mostaza</td>
<td>Sausage</td>
</tr>
<tr>
<td>El aceite y vinagre</td>
<td>Vinegar</td>
</tr>
<tr>
<td>La sal y pimienta</td>
<td>Salt and pepper</td>
</tr>
<tr>
<td>El ajo</td>
<td>Liver</td>
</tr>
<tr>
<td>Adjetivos</td>
<td>Adjectives</td>
</tr>
<tr>
<td>Caliente</td>
<td>Hot</td>
</tr>
<tr>
<td>Frío</td>
<td>Delicioso</td>
</tr>
<tr>
<td>Rico</td>
<td>Tasty</td>
</tr>
<tr>
<td>Picante</td>
<td>Spicy</td>
</tr>
<tr>
<td>Salado</td>
<td>Salty</td>
</tr>
<tr>
<td>Dulce</td>
<td>Sweet</td>
</tr>
<tr>
<td>Agridulce</td>
<td>Sour</td>
</tr>
<tr>
<td>Agrio</td>
<td>Sour</td>
</tr>
<tr>
<td>Jugoso</td>
<td>Juice</td>
</tr>
<tr>
<td>Grasiento</td>
<td>Greasy</td>
</tr>
<tr>
<td>Acero</td>
<td>Metallic</td>
</tr>
<tr>
<td>Amargo</td>
<td>Aromatic</td>
</tr>
<tr>
<td>Mesa</td>
<td>Dessert</td>
</tr>
<tr>
<td>La cuchara</td>
<td>Spoon</td>
</tr>
<tr>
<td>La cucharilla</td>
<td>Fork</td>
</tr>
<tr>
<td>El cuillilo</td>
<td>Knife</td>
</tr>
<tr>
<td>El plato</td>
<td>Plate</td>
</tr>
<tr>
<td>El plato / el tazón</td>
<td>Plate / Tongs</td>
</tr>
<tr>
<td>La servilleta</td>
<td>Serviettes</td>
</tr>
<tr>
<td>La taza</td>
<td>Napkin</td>
</tr>
<tr>
<td>El tenedor</td>
<td>Spoon</td>
</tr>
<tr>
<td>El vaso</td>
<td>Cup</td>
</tr>
<tr>
<td>En el restaurante</td>
<td>In the restaurant</td>
</tr>
<tr>
<td>¿Qué vas a pedir?</td>
<td>What do you want to eat?</td>
</tr>
<tr>
<td>Voy a pedir ...</td>
<td>I’ll order ...</td>
</tr>
<tr>
<td>Quiero ...</td>
<td>I want ...</td>
</tr>
<tr>
<td>¿Me puede traer ...?</td>
<td>Can you bring ...?</td>
</tr>
<tr>
<td>¿Nos puedo traer ...?</td>
<td>Can we bring ...?</td>
</tr>
<tr>
<td>Estaba (frío, etc.)</td>
<td>was (cold, etc.)</td>
</tr>
<tr>
<td>Por favor</td>
<td>Please</td>
</tr>
<tr>
<td>Limpio / sucio</td>
<td>Clean / Dirty</td>
</tr>
<tr>
<td>Otro</td>
<td>Other</td>
</tr>
</tbody>
</table>

La cuenta, por favor.
¿Desean algo más?
¿Cuánto es?
¿Está incluida la propina?
Es aparte.
Tener hambre
Tener sed
Third Quarter Assessment

Teacher notes:

This assessment includes an Interpretive task, an Interpersonal task, and a Presentational task. The teacher may choose to do all three or may choose to do the Interpersonal task along with one of the other tasks. The task descriptions are included below.

**INTERPRETIVE:** You and a friend are supposed to be on a study abroad with Edison Middle Schools in Madrid, Spain, but instead you are “stranded” in London, England. Unfortunately, bad weather on the main continent is keeping planes from landing anywhere in Europe and you won’t be able to get to Madrid until morning. The travel company has made arrangements for your group to stay at a hotel in London. Now they are trying to organize a nice dinner with a Spanish theme. Even though you haven’t made it to Madrid yet, you do have time to take a little “siesta.” You awake to your teacher knocking at the door and telling you to meet the group in the lobby in fifteen minutes to head out to dinner. Feeling a bit energized, you jump out of bed and start to get ready. It is 3:00 p.m., London time, and you and your friend are a bit hungry. You need to look at the menu and decide on a good meal that consists of a side dish and one appetizer.

**INTERPERSONAL:** You and your friend, an exchange student from Colombia, have just spent the day shopping in New York City. You have had a great day of hanging out, visiting different stores and spending some of the money you earned helping your Spanish teacher tutor students. You are both very hungry, so you decide to take your friend to one of the best restaurants in town. Keep in mind that it is 4:30 in the afternoon, and that this time may have a different “cultural meal timing” for you than your Colombian friend. You will both need something to drink, eat, and some type of dessert. Use the information below to help guide your conversations.

**PRESENTATIONAL:** You are a famous restaurant critic. *Latina Magazine* has hired you to critique a local restaurant. You are to write up a restaurant review using the criteria below for next month’s issue. ¡Buena Suerte!

**Notes:** It is recommended that this not be a web-based activity. Students should be able to use a restaurant from their own dining experience, their own culture. (This avoids copying information from Spanish sites on the internet.) Teachers may want to have a sign up sheet to avoid having 25 students doing presentations on McDonalds.

The graphic organizer for this assessment is to be used as a guide for writing two paragraphs that have an introduction, body and conclusion. You may have students include the details of items 1-6 in paragraph one and 7-11 in paragraph two.

In addition to the written assessment, you may choose to have the students do an oral component (see rubric below), to accompany the critique. You may want to have students create a simple 8x11 advertisement for their restaurant and then either:

- **a)** have student present restaurant to teacher, using info from their graphic organizer as a foundation, but only being able to "look at “ the visual.
- **b)** have student create a bigger visual and present their restaurant to the class. Students can take notes and then after all presentations are done they may decide as a class which two restaurants they would go to and why.

Partial example you may choose to share with your students:
<table>
<thead>
<tr>
<th>Introducción</th>
<th>La ciudad de Clark tiene un restaurante nuevo. Si te encanta la comida italiana, este es su lugar nuevo favorito.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nombre</td>
<td><em>Tarantella's</em> está abierto todos los días menos los lunes.</td>
</tr>
<tr>
<td>Dirección</td>
<td>Este restaurante se encuentra en la esquina de la avenida Central y la calle Raritan. Esta cerca de Barnes Y Noble</td>
</tr>
<tr>
<td>Descripción Visual</td>
<td><em>Tarantella’s</em> es una casa vieja victoriana con un paisaje impresionante</td>
</tr>
</tbody>
</table>

**Grading:** Interpretive (5%) + Interpersonal (10%) + **Presentational (10%)** = 25% of quarter grade
You and your friend, an exchange student from Colombia, have just spent the day shopping in New York City. You have had a great day of hanging out, visiting different stores and spending some of the money you earned helping your Spanish teacher tutor students. You are both very hungry, so you decide to take your friend to one of the best restaurants in town.

Keep in mind that it is 4:30 in the afternoon, and that this time may have a different “cultural meal timing” for you than your Colombian friend. You will both need something to drink, eat, and some type of dessert. Use the information below to help guide your conversations.

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2 (Friend from Colombia)</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Name 4 restaurants as options to choose from</td>
<td>o Listen to the different restaurant choices given and ask about the foods each of the 4 restaurants has.</td>
</tr>
<tr>
<td>o List at least 5 items each restaurant has</td>
<td>o Answer what you feel like having (or what meal you are in the mood for)</td>
</tr>
<tr>
<td>o Ask your friend specifically what he feels like having (or what meal he is in the mood for)</td>
<td>o “Go to” that restaurant with your friend and place the order for the two of you, since the server is also from Colombia and only speaks Spanish.</td>
</tr>
<tr>
<td>o Based on his answer, suggest a restaurant. Then state where you would like to eat.</td>
<td>o Answer any clarifying questions the server may have. (i.e. What would you like? Do you want fries with that order? Salt, pepper or mayo? Would you like anything else?)</td>
</tr>
<tr>
<td>o Answer any clarifying questions the server may have. (i.e. What would you like? Do you want fries with that order? Salt, pepper or mayo? Would you like anything else?)</td>
<td>o While the server is getting your food, talk about some interesting topics like friends, family, sports, TV, school, etc.</td>
</tr>
<tr>
<td>o While the server is getting your food, talk about some interesting topics like friends, family, sports, TV, school, etc.</td>
<td>o Comment on the meal you have chosen. State whether or not you like it, why, and what it tastes like to you. (i.e. Me encantan los sandwhiches de Michael’s Deli, pero este sandwhich está horrible. El pan está duro, la mayonesa está desterrida y el queso es verde. ¡Uf!)</td>
</tr>
<tr>
<td>o Comment on the meal you have chosen. State whether or not you like it, why, and what it tastes like to you. (i.e. Me encantan los sandwhiches de Michael’s Deli, pero este sandwhich está horrible. El pan está duro, la mayonesa está desterrida y el queso es verde. ¡Uf!)</td>
<td>o Finally, ask for the check and pay for the bill.</td>
</tr>
<tr>
<td>o Finally, ask for the check and pay for the bill.</td>
<td>o Thank your friend for taking you out to eat.</td>
</tr>
</tbody>
</table>

Server (preferably teacher)
- Welcome customers to the restaurant
- Describe specials
- Give patrons time to discuss food
- Ask each for order and ask any necessary clarifying questions. (i.e. What would you like? Do you want fries with that order? Salt, pepper or mayo? Would you like anything else?)
- Serve food / make appropriate comments
- Ask if patrons need anything else
- Supply patrons with bill

Grading: **Interpretive (5%) + Interpersonal (10%) + Presentational (10%) = 25% of quarter grade**
Third Quarter Assessment

A comer – Interpretive

Vamos a ver el menú

Scenario: You and a friend are supposed to be on a study abroad with Edison Middle Schools in Madrid, Spain, but instead you are “stranded” in London, England. Unfortunately, bad weather on the main continent is keeping planes from landing anywhere in Europe and you won’t be able to get to Madrid until morning.

The travel company has made arrangements for your group to stay at a hotel in London. Now they are trying to organize a nice dinner with a Spanish theme. Even though you haven’t made it to Madrid yet, you do have time to take a little “siesta.” You awake to your teacher knocking at the door and telling you to meet the group in the lobby in fifteen minutes to head out to dinner. Feeling a bit energized, you jump out of bed and start to get ready.

Task: It is 3:00 p.m., London time, and you and your friend are a bit hungry. You need to look at the menu and decide on a good meal that consists of a side dish and one appetizer.

1. Read the menu and decide what you will order. (10 minutes)
2. Answer the comprehension questions. (25 minutes)

Grading: Interpretive (5%) + Interpersonal (10%) + Presentational (10%) = 25% of quarter grade

Interpretive Task for Comprehension

I. Meaning from content: Based on the menu you read, write the Spanish word that you think best expresses the meaning of each of the following words.

1. mixed ____________________________ 6. chicken ____________________________
2. olive oil ____________________________ 7. salad ____________________________
3. fresh ____________________________ 8. flies (insect) ____________________________
4. slices/pieces ____________________________ 9. varied ____________________________
5. garlic ____________________________ 10. wine ____________________________

II. Comprehension questions. Complete the following statements.

2. The first part of the menu can be categorized as (i.e. “drinks”) ____________________________.

3. If you did not have access to a toothbrush or chewing gum after your meal, 3 tapas you would surely stay away from are (name 3) ____________________________, ____________________________, and ____________________________.

3. If you are lactose intolerant (can’t digest milk products easily), you definitely could not eat ____________________________, one of the side-dishes listed.
4. Name two tapas that contain alcohol. __________________________, __________________________

5. There are 3 yellow rice dishes: ____________________________________________,
   ______________________________________, and ________________________________.

6. If you really enjoy eating meat, your first choice on the tapas section of the menu would be
   _________________________________________________________________.

7. *Fritura Mixta del Pescado* is __________________________________________ and condiments.

8. *Paella de Verdura* is a great selection for a person on a ____________________________ diet.

9. *Paella Valenciana* contains ________________________________________________
    which *Paella Verdura* does not.

10. The menu states prices at Tasca restaurants may vary according to ________________________
    ________________________________________________________________.

**III. Cultural Connections.** Answer the following questions in English.

5. Why is *Tasca* an appropriate name for this Spanish style *tapas* bar?
   ________________________________________________________________

6. After reading the definition for *tapas*, what do you think the servers began to do with the *pan*
   that was covering the drink? (Think of perspectives/practices/products connection.)
   ________________________________________________________________

7. If you ordered the *tortilla española*, how might it be different than a Mexican tortilla used for a
    *tajita* or *quesadilla*? _____________________________________________

8. What would you order for lunch for a side dish and *tapa*? Fill in the table to tell what each dish
    would be and (specifically) what about it appeals to you.

<table>
<thead>
<tr>
<th>Side dish:</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tapas:</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Aceitunas Mixtas £2.10 (V & GF)
aceitunas mixtas en una marinada de pimientos, cebolla y limón

Pan Fresco £1.35
pan del horno, servido con aceite de aceituna y vinagre

Pan de Aceitunas y Pan de Tomate £1.70
una canasta de pan de aceitunas y pan de tomate (del estilo “secado por sol”)

Pan de Ajo £2.10
¡Se cepilla los dientes al fin de la cena!

Pan de Ajo con Queso £2.45
el mismo pan con queso de mozzarella

Pan a la Catalana £2.20
el ajo, tomate y coriander encima del pan tostado

Pollo al Ajillo £3.45
la pechuga de pollo cocinado en vino blanco y ajo

Selección de Embutidos £3.65
una selección de la carnes especiales

Croquetas de Maiz y Pimientos £2.85 (V)
croquetas de pimientos rojos y maíz dulce servidas con una mayonesa de ajo

Queso Manchego £3.55 (V & GF)
del estilo Manchego con tomate fresco y aceite de aceituna

Patatas Bravas £2.45 (V)
papas fritas en una salsa picante

Fritura Mixta de Pescado £4.15
fritura de pulpo, atún, y gambas con limón, sal y mayonesa de ajo

Chorizo frito al Vino £3.45
una salchicha picante frita en vino rojo

Paella de Verduras £3.15 (V & GF)
el plato de arroz amarillo y vegetales de la estación

Ensalada Mixta £3.15 (GF)
una mezcla de lechuga, tomate, atún, cebolla y pedazos de huevos duros

Champiñones al Ajillo £2.95 (V & GF)
“hongos” preparados en una salsa de ajo y aceite de aceituna

Tortilla Española £2.55 (V & GF)
una mezcla de huevo, papa y cebolla preparado al horno en el estilo del “omelette”

Mejillones en salsa Tomate £3.35

Ensalada de Pollo con Pimientos £3.45
pedazos de pechuga de pollo, ápicio, pimientos mixtos en una mayonesa sobre una hoja de lechuga
You are a famous restaurant critic. *Latina Magazine* has hired you to critique a local restaurant. You are to write up a restaurant review using the criteria below for next month's issue. ¡Buena Suerte!

1) Name of restaurant
2) Address and description of location
3) Visual description (outdoors)
4) Atmosphere (indoors)
5) Type of food and menu
6) Prices
7) Describe an entire meal you ordered
   a) Appetizer   d) Entree
   b) Soup       e) Dessert
   c) Salad      f) Beverage
8) Talk about the service
9) Do you recommend the restaurant
<table>
<thead>
<tr>
<th>Introducción</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nombre</td>
</tr>
<tr>
<td>Dirección</td>
</tr>
<tr>
<td>Descripción Visual (afuera)</td>
</tr>
<tr>
<td>Ambiente (adentro)</td>
</tr>
<tr>
<td>Tipo de comida y el menú</td>
</tr>
<tr>
<td>Los precios</td>
</tr>
<tr>
<td>Descripción de una comida entera</td>
</tr>
<tr>
<td>a) aperitivo</td>
</tr>
<tr>
<td>b) sopa</td>
</tr>
<tr>
<td>c) ensalada</td>
</tr>
<tr>
<td>d) plato principal</td>
</tr>
<tr>
<td>e) postre</td>
</tr>
<tr>
<td>f) bebida</td>
</tr>
<tr>
<td>El servicio</td>
</tr>
<tr>
<td>¿Lo recomiendes?</td>
</tr>
<tr>
<td>Conclusión</td>
</tr>
</tbody>
</table>
### Requirements

<table>
<thead>
<tr>
<th>Did you do everything you were supposed to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>You include all required elements plus additional information</td>
</tr>
<tr>
<td>You complete all requirements</td>
</tr>
<tr>
<td>You complete most of the requirements</td>
</tr>
<tr>
<td>You complete only some of the requirements</td>
</tr>
</tbody>
</table>

### Organization

<table>
<thead>
<tr>
<th>Communicates intended message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical progression of ideas</td>
</tr>
<tr>
<td>Generally has opening and closing</td>
</tr>
<tr>
<td>May lack opening and/or closing</td>
</tr>
<tr>
<td>May lack opening and/or closing</td>
</tr>
</tbody>
</table>

### Comprehensibility

<table>
<thead>
<tr>
<th>Can you be understood? How clear are your ideas?</th>
</tr>
</thead>
</table>
| a) You are easily understood **
| b) your ideas were clear |
| a) You are generally understood with minimal difficulty**
| b) most ideas clear |
| a) At times it was difficult to understand you**
| b) ideas unclear at times |
| a) It was very difficult to understand you**
| b) Your ideas were not clear...May resort to English |

### Vocabulary Use

<table>
<thead>
<tr>
<th>Are your vocabulary choices appropriate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>You used a variety of vocabulary words</td>
</tr>
<tr>
<td>Your vocabulary choices expressed your ideas clearly</td>
</tr>
<tr>
<td>You used appropriate vocabulary words</td>
</tr>
<tr>
<td>Your vocabulary choices expressed your ideas</td>
</tr>
<tr>
<td>You used appropriate vocabulary words</td>
</tr>
<tr>
<td>Your vocabulary choices clearly expressed your ideas</td>
</tr>
<tr>
<td>You used vocabulary words that may not have expressed your ideas clearly. May resort to English</td>
</tr>
</tbody>
</table>

### Language Control

<table>
<thead>
<tr>
<th>How accurate is your language?</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are highly accurate</td>
</tr>
<tr>
<td>You are generally accurate; errors do not interfere with comprehension</td>
</tr>
<tr>
<td>You are moderately accurate; at times errors may interfere with comprehension</td>
</tr>
<tr>
<td>You are not very accurate; errors interfere with comprehension</td>
</tr>
</tbody>
</table>

### Text Type

<table>
<thead>
<tr>
<th>How do you put your words together: words, chunks, sentences, sentence strings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple sentences and some sentence strings</td>
</tr>
<tr>
<td>Simple sentences and memorized phrases</td>
</tr>
<tr>
<td>Words, phrases, chunks of language and lists</td>
</tr>
<tr>
<td>Words, phrases, chunks of language, lists or resorts to English</td>
</tr>
</tbody>
</table>

### Impact

<table>
<thead>
<tr>
<th>Over all effect including: risk taking, humor, idioms</th>
</tr>
</thead>
<tbody>
<tr>
<td>You inspire others to eat at this restaurant tonight.</td>
</tr>
<tr>
<td>Others are somewhat inspired and think about eating at this restaurant</td>
</tr>
<tr>
<td>Others are somewhat inspired and think about eating out*</td>
</tr>
<tr>
<td>Others are not inspired and prefer to stay in and eat oatmeal</td>
</tr>
<tr>
<td>WRITTEN: You take numerous risks. Use humor-idiomatic phrases.</td>
</tr>
<tr>
<td>WRITTEN: You take no risks. Use no humor-idiomatic phrases.</td>
</tr>
</tbody>
</table>

**by those accustomed to working with language learners.

### Grading:

Interpretive (5%) + Interpersonal (10%) + Presentational (10%) = 25% of quarter grade

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Clase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PRESENTATIONAL ORAL

<table>
<thead>
<tr>
<th>Requirement</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>DOES NOT MEET EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements</strong></td>
<td>You include all required elements plus additional information</td>
<td>You complete all requirements</td>
<td>You complete most of the requirements</td>
</tr>
<tr>
<td>Did you do everything you were supposed to do?</td>
<td></td>
<td></td>
<td>You complete only some of the requirements</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Opening and closing Logical progression of ideas Well organized Ideas connected</td>
<td>Generally has opening and closing Organization evident Ideas generally connected</td>
<td>May lack opening and/or closing Attempts to organize Ideas loosely connected</td>
</tr>
<tr>
<td>Communicates intended message Logical progression of ideas</td>
<td></td>
<td></td>
<td>May lack opening and/or closing Disorganized</td>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
<td>Can you be understood? How clear are your ideas?</td>
<td>a) You are easily understood ** b) your ideas were clear</td>
<td>a) At times it was difficult to understand you**. b) Ideas unclear at times</td>
</tr>
<tr>
<td>Did you do everything you were supposed to do?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Use</strong></td>
<td>You used a variety of vocabulary words Your vocabulary choices expressed your ideas clearly</td>
<td>You used appropriate vocabulary words Your vocabulary choices expressed your ideas</td>
<td>You used appropriate vocabulary words Your vocabulary choices expressed your ideas clearly</td>
</tr>
<tr>
<td>Are your vocabulary choices appropriate?</td>
<td></td>
<td></td>
<td>You used vocabulary words that may not have expressed your ideas clearly. You may resort to English</td>
</tr>
<tr>
<td><strong>Language Control</strong></td>
<td>You are highly accurate</td>
<td>You are generally accurate; errors do not interfere with comprehension</td>
<td>You are moderately accurate; at times errors may interfere with comprehension</td>
</tr>
<tr>
<td>How accurate is your language?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Text Type</strong></td>
<td>Simple sentences and some sentence strings</td>
<td>Simple sentences and memorized phrases</td>
<td>Words, phrases, chunks of language and lists</td>
</tr>
<tr>
<td>How do you put your words together: words, chunks, sentences, sentence strings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>You inspire others to eat at this restaurant tonight. ORAL: You use several or all of the impact techniques mentioned to create a convincing critique of your restaurant. Your word on this place is gold.</td>
<td>Others are somewhat inspired and think about eating at this restaurant ORAL: You use some of the impact techniques to create a strong presentation of why we should or should not eat at your restaurant</td>
<td>Others are somewhat inspired and think about eating out” ORAL: You somewhat use the impact techniques, so we are not totally sold on your opinion of this place.</td>
</tr>
<tr>
<td>Over all effect including: eye contact, use of TPR, humor, and risk-taking</td>
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</tr>
</tbody>
</table>

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*by those accustomed to working with language learners.*

---

![Grades](grades.png)
Communicative Skills: (En Camino)
- Planning activities and packing lists for vacations during different seasons/weather in different countries
- Identifying and describing clothing
- Justifying clothing choices/preferences based on weather, activities, and style
- Talking about what you and others did
- Talking about where you and others went
- Buying souvenirs
- Asking how much something costs and telling prices
- Describing places
- Making comparisons
- Understanding the perspective of the Spanish-speaking person through exposure to the cultural focus

Grammar:
- Use of ser to describe clothes, gifts, and food, including what something is made of
- Preterite of verbs (exposure to all forms)
- Preterite of hacer, ir
- Re-entry of comparisons with más ... que, menos ... que, and tan ... como
- Noun/adjective agreement (re-entry)

Vocabulary: (see vocabulary list)
- Re-entry of colors, months, days, seasons, and weather expressions (see La vida escolar and Pasatiempos)

Vocabulary:

- **Ropa**
el traje de baño  el bikini
las sandalias las chanclas
los pantalones cortos
la camiseta (de mangas largas/cortas)
las guantes
la bufanda
la gorra
el gorro
el abrigo
el suéter
la sudadera
las botas
los pantalones
los jeans / los vaqueros
la chaqueta / el saco
el sombrero
el cinturón / la correa
el jersey

- **Joyas**
el collar
los aretes
la pulsera
el reloj
el anillo

- **Artículos para vacaciones**
  la maleta
  la toalla de playa
  las gafas de sol / los lentes de sol
  el bronceador
  el bloqueador

- **Modos de transporte**
en coche / auto / carro
en taxi
en autobús
en tren
en bicicleta
en barco
en metro / subte
por avión
a caballo
a pie

- **Telas y materiales**
  algodón

- **Diseños**
cuadros
flores
rayas
diseño
lunares

- **Actividades**
nadar en el mar / océano
pecar en el lago
tomar el sol
bucear en...
esquiar por las montañas
patinar sobre hielo
dar un paseo en barco
caminar por...
hacer el alpinismo / escalar montañas
montar en bicicleta
comprar recuerdos
sacar fotos de...
visit un museo
explorar la selva
acampar en el bosque
pasar el rato con amigos / familia
saltar en paracaidas
hacer turismo
bajar el río en canoa
ir de vela en...
dormir en el hotel
comer en un restaurante
ballar en la discoteca
mirar / ver un partido de jugar a ...
(un deporte)

Cultural Focus: Spanish-speaking countries
- Identify Spanish-speaking countries, their locations, capitals, geographical features, and landmarks
- Identify and describe products, practices, and perspectives on clothing on tourism and vacations in South America
- Personal appearance (p.138)
- ¿Estás a la moda? (pp.146-7)
- Weather reports (Adelante, pp.212, 215)
- Weather - in Spanish-speaking countries (p.75)
- Transportation (p.62)
- Shopping (pp.136, 176)
- Currencies in Spanish-speaking countries (p.153)
- La Plaza (p.21)
- Clothing / shoe sizing
- Research for souvenirs available in Spanish-speaking countries
- Places to visit while on vacation in Spanish-speaking countries
- Hotel ratings / comparison of ratings in U.S. vs. Spanish-speaking countries

Corresponding Adelante and En Camino pasos: (for reference only, not to be "covered")
- Capítulo 5 - 5-3 (weather)
- Capítulo Puente - segundo y tercer pasos
  (activities and weather)
- Capítulo 8 - 8-3 (numbers, p.110)
- Capítulo 9 - 9-1, 9-2, 9-3Capítulo 12 - 12-1, 12-2

SPANISH 6,7,8
Grade 8:  Fourth Quarter
¡Las vacaciones!

Spanish Focus: (En Camino)
- Describing places
- Making comparisons
- Understanding the perspective of the Spanish-speaking person through exposure to the cultural focus

Grammar:
- Use of ser to describe clothes, gifts, and food, including what something is made of
- Preterite of verbs (exposure to all forms)
- Preterite of hacer, ir
- Re-entry of comparisons with más ... que, menos ... que, and tan ... como
- Noun/adjective agreement (re-entry)

Vocabulary: (see vocabulary list)
- Re-entry of colors, months, days, seasons, and weather expressions (see La vida escolar and Pasatiempos)

Vocabulary:

- **Ropa**
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el gorro
el abrigo
el suéter
la sudadera
las botas
los pantalones
los jeans / los vaqueros
la chaqueta / el saco
el sombrero
el cinturón / la correa
el jersey
explorar las ruinas
(incas / mayas / aztecas)

- **Weather**
  - Hacia (weather)
  - Estaba (weather)
LAS VACACIONES-TEACHER NOTES

- The purpose of these activities is to build a portfolio that the student will use in order to have a conversation with you at the end of the semester. Students will have their “Travel Portfolio” and you will ask them questions.

- These activities do not have to be utilized in any specific order. Feel free to continue teaching this unit in the order that feels comfortable.

- Once you decide what order you will follow, use the activities as a mini assessment of that content area.

- Please bear in mind that these activities were created for the 508’s and will probably need adjusting for the 518’s (For example, you may want to remove the sentence starters.)

- In the 518/everyday class, for the final assessment it is recommended that you have students ask you questions also or pair students and have them ask each other questions

The following activities are suggested to build the TRAVEL PORTFOLIO

AIRLINE TICKET
Content: time, numbers, currencies from Hispanic countries, weather

HOTEL TAG
Content: nearby attractions, numbers, Spanish street names-calle/avenida,

THE SUITCASE
Content: clothes, material, fabric, colors, accessories, justifications for bringing these items

ITINERARY
Content: places to visit while on vacation, what you do at these places, modes of transportation

WEEKEND GETAWAY
Content: all of the above; prepares student to have conversation about everything on a smaller scale

SOME RUBRICS ARE INCLUDED AT THE END

😊
¡Vamos de vacaciones!  
Nombre        Clase        Fecha

Información sobre el vuelo

**DIRECTIONS:** You will use the internet to get information regarding your flight. You will make two tickets one to get there and another to return. Plan a 10 day trip. You will use this information for a presentation or interview *(YOUR TEACHER WILL TELL YOU WHICH FORMAT WILL BE USED)*

**USEFUL WEBSITES:**
Travelocity.com    Orbitz.com    Expedia.com

**Vocabulario importante** Debes usar páginas 14, 161, y el diccionario en el libro

Viajar-  
¿Cuánto cuesta?  
¿Cuándo?  
Salir  

**INFORMACION SOBRE EL VUELO**

**GENERAL**
Me gustaría ir a ____________________________ (ciudad)

Yo quiero viajar el ____ de _________ hasta el ____ de ___________ (fecha)

El vuelo cuesta _____________________ ($$$)

**SALIDA**
Yo salgo el _________________ (fecha) a las ___________________ de la _____________ (hora)

Yo llego a ______________________ (destinación) a las __________ del la ___________ (hora)

**REGRESO**
Yo salgo el _________________ (fecha) a las _____________ de la ___________________ (hora)

Yo llego a ______________________ (destinación) a las __________ del la ___________ (hora)

**PREGUNTAS- BE PREPARED TO ANSWER THESE QUESTIONS!!!**

¿Adónde quieres ir de vacaciones?

¿Cuándo quieres viajar?

¿Cuánto cuesta – la salida/el regreso?

¿Cuándo sales/llegas?

¿A qué hora sales/llegas?

¿De dónde sales?
<table>
<thead>
<tr>
<th>¡Vamos de vacaciones!</th>
<th>Nombre</th>
<th>Clase</th>
<th>Fecha</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Adonde llegas?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SALIDA

1) Nombre de aerolínea: ____________________________

2) Nombre de pasajero: __________________________________

Destinación
3) Ciudad: _____________  4) País: _______________________

5) Costo: _____________________

6) Duración de vuelo: _______ horas ____ minutos

7) Ciudad de salida: ________________  8) Fecha de salida: el ____ de ___________

9) Hora de salida: __________ de la ________________

10) Ciudad de llegada: ________________  11) Hora de llegada: __________ de la __________

12) El tiempo (anticipado): _____________________
¡Vamos de vacaciones!

Nombre Clase Fecha

REGRESO

1) Nombre de aerolínea - ____________________________

2) Nombre de pasajero - ____________________________

Destinación 3) Ciudad - ________________ 4) País - ____________________________

5) Costo - ____________________________

6) Duración de vuelo - _______ horas ____ minutos

7) Ciudad de salida ________________ 8) Fecha de salida – el ___ de _________

9) Hora de salida - __________ de la __________________

10) Ciudad de llegada ________________ 11) Hora de llegada - _______ de la

__________________

12) El tiempo (anticipado) - ____________________________
¡Vamos de vacaciones!

Nombre Clase Fecha

EL HOTEL

You will use the internet to search for hotels in your vacation spot. You will use this information to create a hotel hangtag (see graphic organizer). You are to use your hangtag to present the information to the class.

REQUISITOS
Nombre
Dirección
Numero de teléfono
Dirección electrónica
Costo por noche
Tipo de ocupancia
Comodidades
Lugares/atracciones
Ilustración/logotipo

You may do a search for hotels in your destination or use orbitz.com, travelocity.com or expedia.com

LA PRESENTACION

1. Mi hotel se llama ___________________________

2. La dirección es ______(#) _________ (calle/avenida) __________________ (nombre) en ________________ (ciudad) _________________ (país)

3. El numero de teléfono es _____________ y la dirección electrónica es ____________________________________________

4. Cuesta _____________ por _____________

5. El cuarto es ______________________________

6. Las comodidades son _________________________________________________

    ______________________________

7. Este hotel está cerca de  a)______________________ b) _____________________ c) __________________ d) _________________________
¡Vamos de vacaciones!

Nombre | Clase | Fecha

--- | --- | ---

1) Nombre del hotel

2) Dirección

3) Numero de teléfono

4) Dirección electrónica

5) ¿Cuánto cuesta por noche

6) Ocupación

7) Comodidades

8) Lugares cercanos

9) Ilustración de hotel o logotipo

por favor no moleste
¡Vamos de vacaciones!

Empacar la maleta

¡LA MALETA!

Now that you have purchased your airline tickets and made your hotel accommodations, it’s time to PACK YOUR MALETA!!!

Requisitos

| 4) 10 artículos de ropa | d) Artículos-descripción |
| c) 5 los colores | 6) Justificaciones por sus elecciones |
| d) 5 el material o el diseño | c) ¿Por qué escogiste esta ropa, joyas? |
| 5) 5 accesorios/artículos | d) ¿Por que necesitas estos artículos? |
| c) Joyas-descripción |

<table>
<thead>
<tr>
<th>Ropa</th>
<th>Color</th>
<th>Razón - Justificación</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ropa</th>
<th>Material/diseño</th>
<th>Razón – Justificación</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
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<tr>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Artículos-accesorios</th>
<th>Descripción</th>
<th>Razón – Justificación</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
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<td>4</td>
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</table>
¡Vamos de vacaciones! | Nombre | Clase | Fecha
---|---|---|---
5 |   |   |   
EL ITINERARIO

You will use the internet to search for places to visit and activities to do in your vacation spot. You will use this information to complete the itinerary chart (see graphic organizer). You will use your chart to discuss your vacation plans. You should include at least one specific place for each day and at least ten different activities total. If you are working in a group, most activities can be the same. However, you should have one specific place that you plan on going alone with the appropriate activities.

<table>
<thead>
<tr>
<th>día / fecha / hora</th>
<th>lugar específico</th>
<th>actividades</th>
<th>modo de transportación</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
¡Vamos de vacaciones!

Nombre  Clase  Fecha

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**AIRLINE TICKET – RUBRIC**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Needs improvement</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much information do you include?</td>
<td>You have included all required information.</td>
<td>You have included most required information.</td>
<td>You have included some required information.</td>
<td>You have included little required information.</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How accurate is the information? Does it make sense?</td>
<td>All of your information is accurate. There are few spelling errors.</td>
<td>Most of your information is accurate. There are some spelling errors.</td>
<td>Some of your information is accurate. There are many spelling errors.</td>
<td>Most of your information is not accurate. You basically use English. YOU NEED TO REDO.</td>
</tr>
<tr>
<td><strong>Use of time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well do you use the time given in class?</td>
<td>You spent most of your time on task. You may have helped others.</td>
<td>You spent some of your time on task. You may have helped others too much.</td>
<td>You spent little time on the task. You needed to be reminded to stay on task.</td>
<td>You wasted your time.</td>
</tr>
<tr>
<td><strong>Legible</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How easy is it to read what you wrote?</td>
<td><strong>N / A</strong></td>
<td>Your paper is easy to read. There are no problems.</td>
<td>Your paper is easy to read at times, but there are some problems with your hand-writing.</td>
<td>Your paper is difficult to read. You tried to complete the assignment too quickly.</td>
</tr>
</tbody>
</table>
### ITINERARY – RUBRIC

<table>
<thead>
<tr>
<th>Information</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Needs improvement</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much information do you include?</td>
<td>You have included all of the required information.</td>
<td>You have included most of the required information.</td>
<td>You have included some required information.</td>
<td>You have included little required information.</td>
</tr>
<tr>
<td>the day, date, and time for each place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the name of a specific place for each day</td>
<td>You have included all of the required information, and other activities.</td>
<td>You have included all of the required information.</td>
<td>You have included some required information.</td>
<td>You have included little required information.</td>
</tr>
<tr>
<td>10 different activities</td>
<td>You have included all of the required information.</td>
<td>You have included most of the required information.</td>
<td>You have included some required information.</td>
<td>You have included little required information.</td>
</tr>
<tr>
<td>how you will get to each place</td>
<td>You have included all of the required information.</td>
<td>You have included most of the required information.</td>
<td>You have included some required information.</td>
<td>You have included little required information.</td>
</tr>
</tbody>
</table>

| Accuracy | All of your information is accurate. There are few spelling errors. | Most of your information is accurate. There are some spelling errors. | Some of your information is accurate. There are many spelling errors. | Most of your information is not accurate. You basically use English. YOU NEED TO REDO. |
| How accurate is the information? Does it make sense? | | | |

| Use of time | You spent most of your time on task. You may have helped others. | You spent some of your time on task. You may have helped others too much. | You spent little time on the task. You needed to be reminded to stay on task. | You wasted your time. |
| How well do you use the time given in class? | | | |

| Legible | Your paper is easy to read. There are no problems. | Your paper is easy to read at times, but there are some problems with your hand-writing. | Your paper is difficult to read. You tried to complete the assignment too quickly. |
| How easy is it to read what you wrote? | N / A | |

---

¡Vamos de vacaciones!  
Nombre  
Clase  
Fecha
# PACKING LIST – RUBRIC

<table>
<thead>
<tr>
<th>Information</th>
<th>Exceeds expectations</th>
<th>Meets expectations</th>
<th>Needs improvement</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much information do you include?</td>
<td>You have included a wide variety of clothing items with some descriptions for the items.</td>
<td>You have included a variety of items with few descriptions for the items.</td>
<td>You have included some items with no descriptions.</td>
<td>You have included few items with no descriptions.</td>
</tr>
<tr>
<td>o Clothing / description</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Accessories / shoes / articles</td>
<td>You have included a variety of items in each category that shows you put some thought into the list.</td>
<td>You have included some items that show you put more thought into the list.</td>
<td>You have included a few items, but could have put more thought into the list.</td>
<td>You have included no items in some of the categories. You should have put more effort and thought into list.</td>
</tr>
<tr>
<td>o Justifications</td>
<td>You have included several reasons for packing the clothing, accessories, and shoes that you have listed, including weather and activities.</td>
<td>You have included a few reasons for packing the clothing, accessories, and shoes that you have listed, including weather and activities.</td>
<td>You have included a few reasons for packing the clothing, accessories, or shoes that you have listed, including weather or activities.</td>
<td>You have included no justifications for packing the clothing, accessories, or shoes that you have listed.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>All of your information is accurate. There are few spelling errors.</td>
<td>Most of your information is accurate. There are some spelling errors.</td>
<td>Some of your information is accurate. There are many spelling errors.</td>
<td>Most of your information is not accurate. You basically use English. YOU NEED TO REDO.</td>
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<td></td>
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<tr>
<td>Use of time</td>
<td>You spent most of your time on task. You may have helped others.</td>
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<tr>
<td>How well do you use the time given in class?</td>
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</tr>
<tr>
<td>How easy is it to read what you wrote?</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Task:
You will use your travel portfolio to answer questions about your vacation. This is 50% of your quarter assessment grade, which is 25% of your quarter grade.

Scenario:
You’re at the airport. You have an hour before your plane boards. You sit back in your seat, turn on your *ipod* and close your eyes to relax. Suddenly you feel someone tapping your shoulder. You open your eyes and find yourself looking at the cutest old lady you’ve ever seen. Awww, she even has a bow in her hair (and a little too much make up). “Scoos me, dis is gate tree, no?” says the adorable lady. How cute...you think to yourself, she barely speaks English. Very proudly you respond in your best Spanglish, “Sí, señora es gate three.” Well, now you opened up a can of worms. La señora has decided you are her new best friend and has started to ask you a million questions...*in Spanish*. Oh well, time start practicing!

Be prepared to answer the following types of questions.

1. Where are you going?
2. How is the weather?
3. What type of clothes did you pack?
4. What city are you staying in?
5. What hotel are you staying in?
6. Where is this hotel?
7. Tell me about the hotel
8. How long are you staying?
9. Who are you traveling with?
10. Where do you plan to visit?
11. How are you going to get around?
12. What kinds of activities are you going to do there?
<table>
<thead>
<tr>
<th></th>
<th>Pregunta</th>
<th>Repuesta</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Where are you going?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>How is the weather?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>What type of clothes did you pack?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What city are you staying in?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>What hotel are you staying in?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Where is this hotel?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Tell me about the hotel</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>How long are you staying?</td>
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<tr>
<td>9</td>
<td>Who are you traveling with?</td>
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<tr>
<td>10</td>
<td>Where do you plan to visit?</td>
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<tr>
<td>11</td>
<td>How are you going to get around?</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>What kinds of activities are you going to do there?</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Exceeds Expectations (3)</td>
<td>Meets Expectations (2)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>VOCABULARY USE</td>
<td>You use a variety of vocabulary, with little repetition. You provide plenty of supporting details.</td>
<td>You use appropriate vocabulary, with some repetition. You provide main ideas, with some supporting details.</td>
</tr>
<tr>
<td>COMPREHENSION</td>
<td>You respond appropriately to all of the conversation. You may ask questions or substitute words when unsure of meaning.</td>
<td>You respond appropriately to most of the conversation. You may repeat words or try to use substitute words when unsure of meaning.</td>
</tr>
<tr>
<td>COMMUNICATION STRATEGIES</td>
<td>You participate in conversational topics with little hesitation. You ask a variety of questions, both basic and created by you.</td>
<td>You participate in conversational topics with some hesitation. You ask some basic questions and may attempt to create your own questions.</td>
</tr>
<tr>
<td>How do you use your visuals?</td>
<td>You may refer to the visuals from time to time, but are able to talk about various aspects of your vacation without them.</td>
<td>You refer to the visuals often, but are able to talk about a few aspects of your vacation without them.</td>
</tr>
<tr>
<td>COMPREHENSIBILITY</td>
<td>You are generally understood by those used to interacting with language learners (i.e. teachers). Your pronunciation does not distort message.</td>
<td>You are understood with minimal difficulty by those used to interacting with language learners (i.e. teachers). There are pronunciation errors, but they do not distort message.</td>
</tr>
<tr>
<td>LANGUAGE CONTROL</td>
<td>You are highly accurate with simple sentences. You use strings of sentences. Your accuracy decreases when attempting to use the past.</td>
<td>You are generally accurate with simple sentences. You may use strings of sentences. Your accuracy decreases when attempting to give details.</td>
</tr>
</tbody>
</table>

**Assessment Grade:** This will count as 50% of your fourth quarter assessment grade. The entire assessment counts as 25% of the marking period grade.
Imagine that you are midway through your vacation in (Spanish-speaking country) and you still have not sent out all of your postcards. While writing to your friends and relatives, you decide to send one to your Spanish teacher too.

You will be given a 5 x 8 index card. You cannot use a smaller card. If you lose this card, you need to see me for a replacement card or buy one of this exact size. On the front (blank side), you will neatly and creatively place pictures of famous scenes and places from the city and country where you are vacationing. You can get these pictures from the computer, from a travel brochure (you may need to visit a travel agent) or you can draw them. You can also try a travel magazine or any other resource.

On the back (lined side), you will write a letter to your Spanish teacher back home. Since you are not sure of the address, you decide to send it to your teacher at school. Use up to 1½ on the left side of your card to include the address and a stamp (sticker, drawing, etc.)

You need to include the following in your letter:

1. Full date in Spanish... ¡Cuidado! – Be sure that the date you use and the weather fit the place during that season

2. Salutation (Querido ______, or Querida _________.)

3. Explain where you are and describe the place.

4. Tell a few things about the weather where you are.

5. Tell him or her about the interesting places you and other family members visited and the fun things you did while at those places.

6. Tell what you and your family plan to do, want to do or are going to do later or tomorrow.

7. You must include a variety a vocabulary that we have discussed in class.

8. You may want to mention the food, clothing, gifts, health, activities or anything else that you’ve learned this year.

9. Closing and sign your name (in Spanish).

You will be graded on a rubric.
This will count as 50% of your fourth quarter assessment grade.
The entire assessment counts as 25% of the marking period grade.
# Fourth Quarter Assessment
## español 8
### Las Vacaciones – la tarjeta postal

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VOCABULARY USE / IMPACT</strong>&lt;br&gt;Do you use vocabulary pertaining to the topic? Do you include details?</td>
<td>You use a wide variety of vocabulary, with little repetition. You include where you went/are going to go and what you did/are planning to do, with some supporting details.</td>
<td>You use a variety of vocabulary, with some repetition. You include where you are going to go and what you are planning to do. You include a reference to where you went and what you did, with few supporting details.</td>
<td>Your vocabulary is limited and/or repetitive. You include where you are going to go and what you are planning to do, with no supporting details.</td>
</tr>
<tr>
<td><strong>COMPREHENSIBILITY</strong>&lt;br&gt;Can you be understood?</td>
<td>You are generally understood by those accustomed to reading written products by language learners, with no difficulty.</td>
<td>You are generally understood by those accustomed to reading written products by language learners, with minimal difficulty.</td>
<td>You are understood by those accustomed to reading written products by language learners, with much difficulty.</td>
</tr>
<tr>
<td><strong>LANGUAGE CONTROL</strong>&lt;br&gt;How in control are you of the language?</td>
<td>You are highly accurate when producing simple sentences. You use connected sentences. Your accuracy may decrease when attempting to use different tenses.</td>
<td>You are highly accurate with memorized language. You are generally accurate with simple sentences. You may try to connect your sentences. Your accuracy may decrease when attempting to create with language, especially when adding details.</td>
<td>You are generally accurate with memorized language. Your sentences do not have correct verb forms. You may include sentences without verbs.</td>
</tr>
<tr>
<td>Do you spell correctly and use the correct punctuation marks, including accents, when able to use reference materials?</td>
<td>You have few spelling / punctuation errors.</td>
<td>You have some spelling / punctuation errors.</td>
<td>You have many spelling / punctuation errors.</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong>&lt;br&gt;Does your postcard flow and include the required information?</td>
<td>You included all of the indicated information.</td>
<td>You include most of the indicated information.</td>
<td>You include some of the indicated information.</td>
</tr>
</tbody>
</table>
APPENDICES
WORLD LANGUAGES PROGRAM SEQUENCE

Seven-Year Spanish Program

Spanish 6 A/B (503, 506)

Spanish 7 A/B (504, 507)

Spanish 8 A/B (From Spanish 504) → Spanish 2 (Accelerated)

Spanish 8 A/B (508) → Spanish 3 (Accelerated)

Spanish 8 (518 - 5x/week program)

↓

Spanish 9 (Honors)

↓

Spanish 10 (Honors)

Spanish 4 (Honors)

Five-Year Spanish Program

Spanish 1 (Accelerated)

Spanish 2 (Accelerated)

Spanish 3 (Accelerated)

Spanish 4 (Accelerated)

Spanish 5 (Accelerated)

Spanish 5/AP (Honors)
PROGRAM COMPONENTS FOR SPANISH 6

Text - Humbach, Nancy A. and Dr. Oscar Ozete. *Adelante (1A).*

Text - Humbach, Nancy A. and Dr. Oscar Ozete. *Adelante (1B).*

Text - Humbach, Nancy A. and Dr. Oscar Ozete. *En Camino.*

Practice and Activity Book
Audiocassette Tapes/CDs
Video component
LESSON PLANNING

Teachers are advised to familiarize themselves thoroughly with the introductory pages of the teacher's edition.

To enable students to achieve the objectives for each course, the teacher is obliged to complete the prescribed course content.

**Written Plans:** A written lesson plan gives direction and organization to the lesson. It is a systematic and logical outline of the procedures/activities related to the introduction, drill, application and/or review of the material selected for study. It must include a daily objective. The objective must state what the students are to learn and how the instructor will know that they have learned it. **Example:** The students will demonstrate (SWD) the ability to speak in the future by stating five things they will do this summer.

1. **Preparation of Lessons**
   a. Read and become thoroughly familiar with the information contained in the introductory section of the teachers' editions.
   b. Read and study the content of the entire lesson (chapter). Consult also the appropriate pages of the curriculum guide for suggested techniques and activities.
   c. Block out the entire lesson over the designated time period. This tentative outline will provide a framework for the development of daily plans. **Pacing** is often facilitated by a chapter plan.
   d. Course objectives are stated in terms of proficiency levels. Plan daily activities that focus on the learners. How will they be involved actively in the lesson.
   e. Each day's lessons generally should include a variety of activities, e.g., vocabulary, structure(s), reading, etc. Timing and pacing of activities are important. An activity that extends too long becomes dull. Provide a logical transition between activities.
   f. The lesson usually should represent a blend of new work and review material.
2. **Structures**

   a. Try an inductive approach when introducing regular and simple concepts: (1) oral presentation of examples; (2) oral practice; (3) generalization or rule - derived from students.

   b. Reinforce the concept through reading of text drills and completion of appropriate written exercises.

   c. A deductive approach is recommended for the presentation of patterns that cannot be discovered through analogy.

3. **Exercises:**

   Related text and workbook exercises should be included with the study of each segment of the lesson. It is not necessary to assign all exercises; select those that best meet the needs of the students.

4. **Personalization**

   a. Vary questions and drills in the text in order to personalize the content.

   b. Provide oral and written application activities similar to those described in the curriculum guide. Once the mechanics have been mastered, realistic stimuli enable students to apply the vocabulary and/or concepts required. Provide students with learning experiences that go beyond the mechanical stage.

5. **Pictures - Transparencies**

   a. Compile a collection of visuals for each lesson. Visual cues are an invaluable aid to stimulate conversation and provide a common point of reference.

   b. Refer to and use captioned photographs that appear in each lesson. Students should be able to provide brief descriptions or answer related questions.

6. **Use of Spanish**

   a. Conduct the lesson in Spanish to the extent possible.

   b. Emphasize usage rather than analysis. Talk in the language, not about the language.

   c. Do not encourage translation or decoding into English on the part of students.
ASSESSMENT

Teachers are encouraged to administer brief quizzes throughout the study of each unit. Frequent quizzes will help gauge the achievement of students, diagnose individual learning problems and judge the effectiveness of teaching. The value of the quiz lies in its positive effect on student learning and the practice it affords in the art of test-taking. The quiz enables the teacher to acquaint students with types of items that are subsequently encountered in tests. It may serve to encourage students to devote time regularly to language study.

**Oral tests** are indispensable for judging oral production of sounds, fluency and "automatic" responses to oral, visual or written stimuli. Consider the promptness, correctness and appropriateness of responses in the light of directions given, questions asked, statements made and situations indicated. Specific quizzes should be developed to evaluate listening comprehension in each chapter.

**Grading:** Student achievement in the four skills (listening, speaking, reading, and writing) should be evaluated each marking period. Although publishers’ tests serve to measure student achievement in reading and writing, scores from these should not weigh heavily in determining students’ grades for the marking period.

Our program objectives include the development of listening and speaking skills. Therefore, achievement and progress in these areas must be considered integral components of the evaluation process.

Student performance on a daily basis as well as scores on formal instruments of evaluation constitute criteria for determining the marking period grade. The grade should represent a global evaluation of all aspects of learning during the designated time period.

Semester grades should be calculated using the following components:

- **Semester assessment:** 25%
- **Mini assessments (listening, reading, writing, speaking)**: 40%
- **Oral participation:** 25%
- **Notebook:** 10%
TECHNOLOGY

An integral part of the middle school program is to incorporate the use of the internet. This may be achieved in one of several ways: research in the Media Center, in the classroom or at home.

Topics to be considered are:

- map study
- the influence of the Spanish language and culture on the United States and the world
- famous men and women from Spanish-speaking countries
- Spanish names and their origin
- flags of Spanish-speaking countries
- foods
- sports
- music
- similarities and differences in residences
- school life
- shopping
- attitudes toward time
- greetings and farewells
- historical
- figures on currencies Spain and Mexico

Procedure

Presentation of information may be given as collages, oral presentations, posters, mobiles, diaramas or other such visuals.

This can be a group, partner or individual activity.
Edison’s Framework for Essential Instructional Behaviors, K-12, represents a collaboratively developed statement of effective teaching. The lettered indicators are designed to explain each common thread, but do not denote order of importance. This concise statement of instructional expectation is intended as a framework; its use as an observation checklist would be inappropriate.

1. Planning Which Sets The Stage For Learning & Assessment
   Does the instruction show evidence of:
   a. long-range and specific short-range planning which shows a direct relationship between student learning needs, the written curriculum and assessments.
   b. communicating a clearly defined, curriculum-based learning objective based on observation and diagnosis of student needs.
   c. setting high standards and expectations and deliberately selecting instructional strategies and materials to help students achieve them.
   d. sequencing lesson design.
   e. using thematic/interdisciplinary units of fundamental importance to connect science, social studies, language arts, and/or math, which result in integrated learning.
   f. integrating reading, writing, listening, speaking, viewing.
   g. using available materials, including technology and outside resources, effectively.
   h. demonstrating accurate knowledge of subject matter.
   i. planning to enable co-teaching in shared teaching situations.
   j. allocating nearly all of the available time to learning and activities to accomplish learning objective(s).
   k. improving teaching practice by frequent reflection, individually and with others, on past student learning and instructional experiences.
   l. designing lessons that gradually and deliberately model and give over time increasing student independence and responsibility for learning.
   m. developing assessment tasks that realistically measure what is taught.
   n. developing multiple means of assessments including performance (students participating in self assessment, projects, demonstrations)
   o. using appropriate homework assignments that extend learning, coupled with efficient assessment of student performance.

2. Productive Learning Climate & Classroom Management
   Does the student-teacher interaction show evidence of:
   a. establishing an environment which is learner-centered (content rich and reflective of children’s efforts).
   b. creating a climate of mutual respect, one that is considerate of and addresses differences in culture, race, gender.
   c. providing opportunities for student choice.
   d. using proactive rules, routines (which students have internalized) and reactive management strategies effectively.
   e. creating a safe, positive and open classroom environment in which children and teachers take risks, use trial and error.

3. Teaching & Learning
   Does the instruction show evidence of:
   a. demonstrating a belief that all children can learn and learn in different ways.
   b. deliberately selecting a variety of grouping strategies (individual conferences, whole class, flexible, small groups, partners, cooperative learning structures).
   c. addressing varied learning modalities (visual, auditory, kinesthetic/tactile),
   d. deliberately selecting and using graphic organizers, auditory tapes, and manipulatives.
   e. intentionally modifying content, strategies, materials and/or assessment during a lesson.
   f. helping students interact with concepts/skills/content knowledge through a variety of planned and, when appropriate, unplanned learning strategies.
   g. focusing on strategies for concept building rather than on isolated facts, information, and skills (teacher with students exploring/discovering, not teacher assigning)
   h. accessing prior knowledge to build background information (e.g., anticipatory set, K-W-L, I wonder list..)
   i. building in ample connections, including students’ home cultures, to real life.
   j. providing students the opportunity to actively process the learning through closure.
   k. using questioning strategies that promote discussion, problem solving, divergent thinking, multiple responses, and higher levels of thinking (analysis, evaluation, synthesis).
   l. integrating active student participation, individually and collaboratively.
   m. using varied writing activities (journals, learning logs, creative pieces, letters, charts, notes, reports) that connect to and extend learning in all subjects.
   n. using assessment to monitor and adjust instruction continually.
   o. assessing student learning before, during, and after the lesson and providing timely feedback to students.
4. Professional Responsibilities & Characteristics

   Does the teacher show evidence of:
   a. reflecting upon teaching to inform instruction.
   b. maintaining accurate records and completes forms/reports in a timely manner.
   c. communicating with parents to keep them informed of child’s progress and instructional process.
   d. treating learners with care, fairness and respect.
   e. working collaboratively and cooperatively with colleagues.
   f. being flexible and open to suggestions from supervisors.
   g. presenting a professional appearance.
2006-07 GROUPING PROCEDURES FOR WORLD LANGUAGES: GRADES 6 - 12

Seven-Year Sequence

1. **French/Spanish 6** - Enrollment in the sixth-grade world languages program is required of all grade 6 students. Students who continue their study of Spanish from the elementary school are enrolled in Spanish 506. Students who begin the study of Spanish in the middle school are enrolled in Spanish 503. French is a new language offering, so all students begin this language in French 526.

2. **French/Spanish 7** - Enrollment in the seventh-grade world languages program is required of all students who completed French/Spanish 6.

3. **French/Spanish 8** - Enrollment in the eighth-grade world languages program is required of students who completed French/Spanish 7. Students recommended for grade 8 Language Arts H or 1 will be enrolled in the French/Spanish everyday program. Students recommended for grade 8 Language Arts 2 will be enrolled in the French/Spanish alternate day program.

4. **French 9** (Honors) - Eighth-grade students in the 5x/week program who are consistently maintaining A’s and B’s who give indication of being able to maintain that level of achievement should be scheduled for French 9H. Generally, these students should show above average proficiency in all language skills: listening, speaking, reading and writing. They should be able to function in the target language in the classroom and should have teacher recommendation. Students not recommended for French 9H should be placed in a French 2-1 class.

5. **Spanish 9** (Honors) - Eighth-grade students in the 5x/week program who are consistently maintaining A’s and B’s who give indication of being able to maintain that level of achievement should be scheduled for Spanish 9H. Generally, these students should show above average proficiency in all language skills: listening, speaking, reading and writing. They should be able to function in the target language in the classroom and should have teacher recommendation. Students not recommended for Spanish 9H should be placed in a Spanish 3-1 class.

6. **French/Spanish 10** (Honors)

   a) It is expected that most students now enrolled in World Languages 9 will proceed directly to World Languages 10 (Honors). The criteria delineated below serve as guidelines for the placement of students in World Languages 10 classes.

   - Maintain grades in World Languages 9 of A or B.
   - Ability to grasp and retain structural concepts
   - Above average proficiency in all language skills: listening, speaking, reading and writing.
   - Ability to function in the language, i.e., accustomed to using the language in the classroom
   - Generally favorable attitude toward language learning - demonstrated through interest in development of communication skills, preparation and completion of assignments, regular attendance, self-motivation, etc.

   b) World Languages 9 students who do not meet the above criteria should be recommended for placement in World Languages 3.
7. **French/ Spanish 4** - Upon completion of World Languages 10H, students from the six-year and four-year programs are grouped in World Languages 4 according to demonstrated language proficiency (enrollment permitting).

   a) **French/Spanish 4 - Honors**: Guidelines for placement in 4-Honors are listed below.

   - Projected end-of-year grade of B or in World Languages 10 or A in 3 and teacher recommendation
   - Above-average proficiency in all language skills: listening, speaking, reading and writing
   - Ability to perform successfully in a diversified, in-depth academic program
   - Self-motivation and interest in language study

   b) **French/Spanish 4-1 (Accelerated)**: Students recommended for 4-1 should meet the following criteria.

   - Projected end-of-year grade of C in World Languages 10 or B/C in 3
   - Average proficiency in all language skills: listening, speaking, reading and writing
   - Ability to perform in the language within the framework of a less intensified program than the honors program
   - Interest in improvement of basic language skills

8. **French/Spanish 5/AP (Honors)**: This college level course is designed for linguistically advanced students. Although not required, students are encouraged to take the advanced placement examination in May. Students recommended for 5/AP should meet the criteria described below.

   - Projected end-of-year grade of A or B in World Languages 4-Honors. Exceptional students from World Languages 4-1 and 5-1 may also be enrolled with recommendation of AP teacher.
   - Students enrolled in the AP program must demonstrate excellent proficiency in all language skills: listening, speaking, reading and writing
   - Since the Spanish AP program follows the literature syllabus, students who enroll must also have the potential ability to:
     ◊ analyze and interpret literary works
     ◊ compare and contrast different authors, works and periods
     ◊ identify figures of speech, symbolism, meter or rhyme schemes
     ◊ evaluate literary works
     ◊ high degree of self motivation; able to work independently

9. **French/Spanish 5-1, (Accelerated)**: Students who have completed a fourth year Spanish program with a grade of C or better but who are not recommended for the AP course may elect Spanish 5-1.
Four-Year Sequence

1. **French/Spanish/Latin 1 (Accelerated)**
   Students who are native Spanish speakers wishing to enroll in a Spanish course in the high school must prepare a writing sample which the high school teachers will evaluate. They will recommend placement. The supervisor will coordinate the evaluation.

2. **French/Spanish/Latin 2 (Accelerated)** - Students who successfully complete the first-year program will be recommended by their teachers for a second year of study. These students should have a grade of C or better in French/Spanish/Latin 1. Students who show unsatisfactory progress in the first-year course should be recommended to repeat the course or discontinue world languages study.

3. **French/Spanish/Latin 3 (Accelerated)** - To the extent that their interests and abilities permit, second-year students should be encouraged to enroll in the third-year course. Generally students enrolling in a third year program should meet the following criteria:
   - Projected end-of-year grade of C or better in World Languages 2
   - Ability to grasp and master structural concepts
   - Ability to read with comprehension
   - Generally favorable attitude toward language learning demonstrated through interest in development of oral and written skills, preparation and completion of assignments, regular attendance, self-motivation

4. **French/Spanish 4** - Upon completion of World Languages 10 or 3, students from the six-year and four-year programs are grouped in World Languages 4 according to demonstrated language proficiency (enrollment permitting).
   a) **French/Spanish 4-Honors**: Guidelines for placement of students in 4 Honors are listed below:
      - Projected end-of-year grade of B or better in World Languages 10 or A in III and teacher recommendation
      - Above-average proficiency in all language skills: listening, speaking, reading and writing
      - Ability to perform successfully in a diversified, in-depth academic program
      - Self-motivation and interest in language study
   b) **French/Spanish 4-1** (Accelerated): Students recommended for 4-1 should meet the following criteria:
      - Projected end-of-year grade of C in World Languages 10 or B/C in 3
      - Average proficiency in all language skills: listening, speaking, reading and writing
      - Ability to perform in the language within the framework of a less intensified program than the honors program
      - Interest in improvement of basic language skills
c) **Latin 4 (Honors):** Enrollment in fourth-year Latin classes does not permit grouping.

Recommendations are subject to review and approval by the principal or his/her designee.

Martin Smith
Beatrice Yetman
World Languages Supervisors

APPROVED: ______________________
Rose Traficante
Assistant Superintendent

MS/BY/pa
Revised: 1/02, 11/02, 12/03, 1/05
WORLD LANGUAGES PROGRAM SEQUENCE

Seven-Year French Program

French 6 A/B (526)
French 7 A/B (527)
French 8 A/B (528)
French 8 (538 - 5x/week program)
French 9 (Honors)
French 10 (Honors)
French 4 (Honors)
French 5/AP (Honors)

Five-Year French Program

French 1 (Accelerated)
French 2 (Accelerated)
French 3 (Accelerated)
French 4 (Accelerated)
French 5 (Accelerated)
WORLD LANGUAGES PROGRAM SEQUENCE

Seven-Year Spanish Program

Spanish 6 A/B (503, 506)

Spanish 7 A/B (504, 507)

Spanish 8 A/B (From Spanish 504) → Spanish 2 (Accelerated)

Spanish 8 A/B (508) → Spanish 3 (Accelerated)

Spanish 8 (518 - 5x/week program)

→ Spanish 9 (Honors)

→ Spanish 10 (Honors)

Spanish 4 (Honors)

Spanish 5/AP (Honors)

Five-Year Spanish Program

Spanish 1 (Accelerated)

Spanish 2 (Accelerated)

Spanish 3 (Accelerated)

Spanish 4 (Accelerated)

Spanish 5 (Accelerated)
WORLD LANGUAGES PROGRAM SEQUENCE

Four-Year Latin Program

Latin 1 (Accelerated)

Latin 2 (Accelerated)

Latin 3 (Accelerated)

Latin 4 (Honors)
OPTIONAL ACTIVITIES

SPANISH 6 JOURNAL:

Students will write to other students in the district (from same teacher, same school, or possibly between schools) on journal/writing topics from class. These entries would be placed in a journal notebook and then responded to by a pen pal student in a different class. Based on technology availability, e-mail journal/pen pal letters are possible. Journal entries would be brief and geared to the thematic unit being studied. These journals would be kept through February with the proposal of gathering the students together to meet each other at a language fiesta, with games and food, during World Language Week.

MI VIDA ESCOLAR:

SCAVENGER HUNT

Students will take a walking tour of the building. All students will have a prepared, written series of questions and activities related to the theme of the unit. Clues will be provided along the way. Students will submit completed worksheets to the teacher at the end of the class. Worksheets will be graded and counted as a mini-assessment.

MI TIEMPO LIBRE:

WHERE IN THE CITY IS CARMEN SANDIEGO? (game)

Students will be divided into groups of four to create a city map of a downtown area using chapter 4 vocabulary. Each student will then verbally describe to the class (using prepositions of location) where they are. The class "audience" can then take turns showing correct location of presenting student. Map will include at least 15 locations indicated and labeled in Spanish. Map and oral will be assessed on established rubrics and counted as mini-assessments.
### GRADE 7

**VACATION BROCHURE RUBRIC**

<table>
<thead>
<tr>
<th></th>
<th>3 - Exceeds expectations</th>
<th>2 - Meets expectations</th>
<th>1 - Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall appearance</strong></td>
<td>Eye-appealing, well-organized, carefully designed, creative</td>
<td>Adequately designed and assembled, some creativity</td>
<td>Poorly designed and assembled</td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td>Presents all required information with use of key words and pictures</td>
<td>Presents most required information</td>
<td>Missing required information</td>
</tr>
<tr>
<td><strong>Accuracy/captions</strong></td>
<td>Spelling and grammar are all correct</td>
<td>A few spelling and grammar mistakes</td>
<td>Many spelling and grammar mistakes</td>
</tr>
<tr>
<td><strong>Time “on task”</strong></td>
<td>All of the time</td>
<td>More than half of the time</td>
<td>Little involvement, rarely on task</td>
</tr>
<tr>
<td><strong>Workload distribution among group</strong></td>
<td>Workload shared equally</td>
<td>Workload unequal; work done mostly by two or three students</td>
<td>Workload unequal; one student has done all of the work</td>
</tr>
</tbody>
</table>
APPLICATION ACTIVITIES

Listening activities/TPR responses

The natural approach (handout)

Listening activities using visuals (tiras cómicas)

TPR Storytelling (handout)

***GOUIN SERIES*** see handout

Language ladder of feelings

OPTIONAL ACTIVITIES

SPANISH 6 JOURNAL:

Students will write to other students in the district (from same teacher, same school, or possibly between schools) on journal/writing topics from class. These entries would be placed in a journal notebook and then responded to by a pen pal student in a different class. Based on technology availability, e-mail journal/pen pal letters are possible. Journal entries would be brief and geared to the thematic unit being studied. These journals would be kept through February with the proposal of gathering the students together to meet each other at a language fiesta, with games and food, during World Language Week.

MI VIDA ESCOLAR:

SCAVENGER HUNT

Students will take a walking tour of the building. All students will have a prepared, written series of questions and activities related to the theme of the unit. Clues will be provided along the way. Students will submit completed worksheets to the teacher at the end of the class. Worksheets will be graded and counted as a mini-assessment.

MI TIEMPO LIBRE:

WHERE IN THE CITY IS CARMEN SANDIEGO? (game)

Students will be divided into groups of four to create a city map of a downtown area using Chapter 4 vocabulary. Each student will then verbally describe to the class (using prepositions of location) where they are. The class "audience" can then take turns showing correct location of presenting student. Map will include at least 15
locations indicated and labeled in Spanish. Map and oral will be assessed on established rubrics and counted as mini-assessments.
APPLICATION ACTIVITIES

Students should be provided with opportunities to apply in meaningful and realistic situations the vocabulary and structures learned. Activities similar to those described below are recommended.

**Oral Activities**

1. Students present 2-3 sentences in description of a classmate. This may take the form of a game, ¿Quién es?

2. After viewing pictures, students ask and answer questions concerning the illustrations.

3. Tú-usted: Students respond to a situation similar to the one described below:

   ¿Quién habla inglés? Raúl, a young Mexican boy, needs help reading a letter he received from an American pen pal. He asks the following people if they speak English. Play the part of Raúl using tú or usted as appropriate.

   Model: Sra. Valdés (His music teacher) - ¿Habla usted inglés?

   Examples: Pablo (a friend)
   Alfredo (a classmate)
   Sr. Rosales (a friend of his father)
   Marta (a classmate)
   Sr. Gómez (his Spanish teacher)
   Srita. Martínez (his math teacher)
   Felipe (his cousin)
   Sra. Fernández (a neighbor)

4. In 3-4 sentences, students describe their sports activities.

5. Students select a sports hero and briefly describe her/him.
Application Activities: p.2

6. A student plays the role of a character from the textbook Fotonovela selection. Other students direct questions to her/him.

Written Activities

1. Students write several sentences to describe a classmate. These brief paragraphs may then be read in class.

2. Students describe a picture or photograph depicting a famous person.

3. Students write a personalized application of a dialog.

4. Students prepare their own visuals or use magazine pictures illustrating comparison of adjectives. Students write descriptive sentences related to the visual.

5. Based on information contained in the reading, students assume the role of a person and describe her/his activities. ex: Yo soy Mari Carmen.

6. The class, with teacher direction, develops a paragraph of interest activities. Sentences are put in proper sequence to form a logical paragraph. This activity serves as a model for a paragraph to be written by each student.

7. Geography: Students write approximately five sentences comparing/contrasting cities of the U.S. and of South America.

8. Travel: Students sketch or find pictures depicting train travel and label them appropriately.
ENRICHMENT ACTIVITIES

Students who demonstrate exceptional linguistic ability should be encouraged to pursue activities beyond those of the classroom. Activities recommended for academically talented students include independent reading, research or a special project. Some specific suggestions are listed below.

1. Pursue research on a place, event, person or topic of interest (a region of Spain, a city of South America, a Spanish artist, bullfighting, etc.)
2. Reading selections from an elementary level reader, e.g., La familia Marin (Holt, Rinehart and Winston).
3. Interview a Spanish-speaking person in the community.
4. Correspond with a pen pal from a Spanish-speaking country.
5. Write to an Hispanic sports figure or a celebrity in the entertainment field.
6. Design a word game or puzzle.
7. Prepare a culture capsule and present it to the class.
8. Listen to a Spanish radio broadcast or watch a Spanish television program.
9. Write an article in Spanish for the school newspaper.
11. Write an original story or dialog accompanied by illustrations.
12. Learn to play or sing a Spanish song.
13. Collaborate with another student to prepare and dramatize a skit or to prepare and present a debate.
14. Compile a list of English words encountered that are of Spanish origin.
15. Keep a personal diary.
16. Design a greeting ad.
17. Prepare categories and items for adaptations of TV game shows, e.g., Jeopardy.
18. Draw pictures, a series of pictures or cartoons based on reading selections.
19. Read selections from previous text.
HOW TO LEARN AND HAVE FUN IN SPANISH

You did it! You made the important decision to study Spanish. You will now begin to ascend the Language Pyramid. ¡Felicitaciones! Congratulations!

Your success in Spanish will depend upon your willingness to take daily risks (not at all life-threatening) in order to develop your ability to its full potential. As well, you must be aware of and practice certain personal habits and social manners which will hasten and enhance your progress in and out of the classroom. For these reasons, I offer the following suggestions to you and wish you, "Buena Suerte!"

1. Say, "Hi" to your profesor/as you enter your classroom. No matter what él or ella is doing, a few words, en español, por supuesto, are always welcomed.

   Greet your teacher in a formal way,
   As you come to class on time each day,
   **Usted is correct, when you speak with respect,**
   "Buenos días. ¿Cómo está Ud. (usted)?"
   Are just the right words to say.

2. Make preparedness an essential part of your daily routine. By doing so you show that you are self-reliant and responsible-admirable qualities to be sure! You are the person to provide for your needs, since you know best what they are.

   Paper, pen, pencil and pad,
   Whiteout, workbook and text
   **You always prepare.**
   It's clear that you care!
   You're ready for the lesson that comes next.

3. Developing good habits is an important to your classroom performance as it is to the smooth operation of each class period. Time is of the essence/to be efficiently utilized for the benefit of all. **Do your part daily!**

   Before the bell rings, there are some things you might do:
   Please open your, "texto" and review your "tarea"
   Sharpen your “lápiz”, dispose of your "basura",
   This lesson is about to "empezar".
4. **You are encouraged to communicate in Spanish. Seize any opportunity to do so.** When asking for permission, for a variety of reasons, an appropriate phrase in Spanish may be rewarded (at the teacher's discretion) with an affirmative reply. There is the danger of abusing this behavior. Be prudent!

If before the lesson commences,
You've an important request to make,
Raise your hand to quietly convey,
That you need recognition.
Then politely say, ¿Me permite, por favor?"
Well, wasn't that a "piece of cake?"

5. Make the important commitment to participate in all classroom activities. They are uniquely designed to assist you in reaching certain goals in your language studies. You're a beginner. We realize that. Remember -- it you do not use it, YOU WILL LOSE IT -- that is, the mental and physical agility to practice your developing language skills.

**Take that risk for communication!**

Overcome your trepidation!
What you gain for your participation,
Is a personally, satisfying, standing ovation!
¡BRAVO!

6. Some activities are frowned upon, disdained, even illegal in most places. But here in Spanish class, that are encouraged, condoned, even rewarded! If you practice them faithfully, you will accumulate an endless amount of vocabulary -- giving you the POWER to speak and write with confidence. So COPY, EAVESDROP, STEAL! **Earn your REWARD!**

Where do you find the words which will say it,
Just the right expression to convey it?
Look no further than your REPERTOIRE.
Its contents, uniquely yours,
Are the "keys" to open many "doors"
And make you a Spanish Language Star!

7. **The "Road Map" to Language Proficiency** shows many paths to follow. You may choose several at the same time to hasten your arrival. The most direct is "**Infinitive Way**", a route densely populated with verbs descriptive of every
human endeavor. Reach out to them everywhere! Remember them! Each is a bridge, a support for a multitude of ideas, imaginary wanderings and personal opinions.

**Infinitives, infinitives**
We cannot do without.
To live, to work, to play, to be,
That's what they're about.
Make them your "friends",
Get to know them very well.
With your personal collection
Always ready for your selection,
You'll have many tales to tell.

8. **Learning another language requires a positive attitude.** You must be ready and willing to work hard and consistently in order to acquire and develop your skill in 4 areas: READING, WRITING, LISTENING, and SPEAKING.

The classroom setting, though not ideal, does offer some definite advantages: interaction with others, reliable correction of errors, a disciplined utilization of time, and the opportunity to question and to share ideas. Whatever you do here, **do it with energy and enthusiasm -- "Con Ánimo!"**

("Ready", "Willing" = "Able") This is the truth-not a fable!

"Ready", "Willing", and "Able"
Were sitting together at the table.
Ready remarked, "I've" planned something to do.
Willing said, "I want to do it with you.
Able joined in, "I can certainly do it too!"

9. Being able to talk about yourself is a personal motivation for studying another language. You'll be doing a lot of this in Spanish. Your teacher will help you by asking questions which allow you to take "center stage" for a few moments. **Remember, what you say is important -- to you.** If you can project this belief through your self-assured attitude while speaking, others will listen and pay attention to you.

**Getting to know you is your Teacher's delight.**
So she queries and questions you.
Where do you work? What do you like to do?
Once in a while, you might,
If you have the inclination,
Turn the interrogative back to her instead.
And listen to her point of view or bit of
information.
Remember -- use Usted.
10. **The most intelligent person asks questions**, requests help, seeks advice from others more experienced than him/herself. Be curious. Discover knowledge. What you find is forever yours, never to lose, but available to share with others if you choose to do so.

   Here's a good suggestion:
   **Know how to ask a Question.**
   
   "¿Qué pagina?" "¿Por qué?" "¿Qué quiere decir?"
   Be ready to hear a joyful reaction,
   Filled with pride and satisfaction,
   Even a "Bravo" cheer!

11. **When the assignment tonight is to write, get excited!** You're in control now. You are empowered. This is what you have waited and prepared for -- a brainstorming opportunity ... Allow your words and ideas to "fall" and "collect" around you. Choose some, reject others, but consider all of them.

   You are no less than an artist! Like paint on a canvas, your words come together in a myriad of designs -- your creation! Like the ever-changing colors in a kaleidoscope, your potential for self-expression is limitless.

   Often you'll be asked to write.
   That's a chance to grow.
   Do your best to pass this test.
   You're the "star" of the "show".
   Your ideas -- small seeds.
   Will grow like wild weeds.
   Follow them wherever they might go.
   What you finally submit,
   Won't always be a "hit".
   **But you're on your way to becoming a Pro!**
   **Proficient and Productive.**

12. **Taking a test** can be a nerve-racking experience. How to make it easier for yourself:

   A. Organize your study materials-notes, homework papers, dittos, etc.

   B. **Read and Write** during your study time. Practice verb forms, as well as important vocabulary items.

   C. Try to **anticipate the topic** of the writing component. **Brainstorm** it's content.
D. Develop "MENUS". Jot down the menus you will need on your test paper. Since you practiced them beforehand, they should be correct. They are a definite time-saver.
EL TIEMPO ES ORO

Taking a test is not delightful.
In fact, for some, it's downright frightful.
To lessen the tension
And increase your degree of success,
Prepare in advance.
Do not leave things to chance!

Read, write and brainstorm too.
Refer to your notes and text.
And when you're through ....
Feel confident. You've done your best!
You're going to prove it
With a "SOBRESALIENTE" earned on this test.

13. **Rules are needed so that everyone may work harmoniously toward common goals.** Acceptance of these rules as essential and positive, enable us to spend valuable time and energy involved in worthwhile projects.

We must obey certain rules in our Spanish class!
Here you can read them,
Understand why we need them,
Then resolve to heed them:

Chewing gum is not okay!

Books are covered everyday!

Homework is neat, always complete!

If an error you commit,
White it out to get rid of it!

A paper with scribbles will not be accepted!

Assignments, on time, will be expected!

Most excuses will be rejected!

I'm generous,
Don't think I'm not.
But I can't possibly have everything you forgot.
Cough drops, tissues, band-aids and more,
May be obtained at your well-supplied
neighborhood store.
As you look forward now to a challenging year in your Spanish class, keep in mind some future rewards for your hard work and dedication:

1. Membership and/or leadership in the high school Sociedad Honoraria Hispánica, (Capítulo Benito Pérez Galdós).

2. Participation in the National Spanish Exam Competition.

3. Participation in Immersion Day activities held at Middlesex County College.

4. Eligibility for various scholarships and awards available through the National Spanish Honor Society and other professional organizations.

5. Publication of your original literary and artistic work in Albricias, a prestigious national Spanish Language publication.

6. Participation in Summer Language Camps such as those offered at Millersville University in Pennsylvania.

7. Travel to any Spanish-speaking country with the assurance that you will be welcomed.

8. Social connections, friendships, and professional contacts, possible because you and those you meet, "speak the same language."

9. Opportunities to live and study in a Spanish-speaking country.

10. Post-graduate study at Middlebury College in Vermont—one of the most prestigious language studies institutions in the United States.

11. Employment with a company or firm which appreciates your linguistic skills.

12. Educational and personal enrichment because you are able to read Spanish Language publications, comprehend radio and T.V. broadcasts and enjoy musical and cultural events.

And the most enduring benefit of all --

**ENJOYMENT, FUN, A FEELING OF TRUE EXHILARATION AS YOUR TALENT TO COMMUNICATE IN SPANISH OPENS "DOORS" FOR YOU AND BRINGS YOU MUCH CLOSER TO MANY MORE PEOPLE IN OUR SMALL GLOBAL WORLD!!!**

**PAULA SPITZ**
**EDISON HIGH SCHOOL**
APPENDIX K:

METHODOLOGY FOR INNOVATIVE INSTRUCTION IN K-12 WORLD LANGUAGE PROGRAMS
Figure 26
GOUIN SERIES

A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.

<table>
<thead>
<tr>
<th>HOW DO YOU USE IT?</th>
<th>WHAT ARE THE BENEFITS?</th>
</tr>
</thead>
</table>
| The teacher orally describes a particular set of logical steps or a daily routine using action verbs in the same tense. Pantomime accompanies the oral description of the action as they repeat the teacher's description of the action. Eventually, the teacher can request original sequences from the students, based on their own daily experiences. | • engages students’ interest and active participation  
• gives an authentic experience of using the target language  
• develops listening and oral comprehension as a continuum within authentic situations  
• facilitates the natural emergence and development of oral communication in the target language. |

Figure 27
DIALOGUE JOURNALS

A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and received feedback in the target language. This dialogue can be conducted by e-mail where it is available.

<table>
<thead>
<tr>
<th>HOW DO YOU USE IT?</th>
<th>WHAT ARE THE BENEFITS?</th>
</tr>
</thead>
</table>
| Students write on topics on a regular basis, and the teacher responds with oral or written advice, comments, and observation in conversation. In the early stage of learning a language, students can begin by adding a few words and combining them with pictures. | • develops communication and writing skills  
• creates a positive relationship between the teacher and the student  
• increases student interest and participation  
• allows the student to direct his or her own learning  
• provides opportunities to use the target language |
Adapted from the *Florida Curriculum Framework*, 1996
Offer it to students on your right.
Offer that student a big bird.
Grab a coyote and put it on that student's head.
Etc.

After practice with short commands, a sample scenario, which students act out while the teacher narrates, might look like this:

There is tiny bird. (“Student bird” takes a bow and says “tweet tweet”.) There is a big coyote. (“Student coyote” takes a bow and “howls.”) The big coyote had four sandwiches. The tiny bird wants to eat the sandwiches, so the coyote offers the bird two sandwiches. Yum!

**Step Two: Students Produce and Practice Vocabulary Words**

Once students have internalized vocabulary words through TPR practice and scenarios, the class divides into student pairs to practice the words. One student in the pair reads the word and the other gives the corresponding gestures, then vice versa. Next, one student does the gesture and the other says the corresponding word.

The mini-story and illustrations corresponding to the above vocabulary words are as follows:

There is a big coyote. There is also a tiny bird. The coyote sees the bird. The coyote wants to eat the bird. The coyote grabs the bird. Oh no! But the bird offers the coyote a peanut butter sandwich. What a relief?

**Step Three: Teacher Presents a Mini-Story that Students Then Retell and Revise**

Using student actors, puppets, or pictures from the text, the teacher then narrates a ministory containing the targeted vocabulary words.

The teacher uses a variety of techniques to increase exposure to the story and to help the students start telling it:

1. She pauses in the story to allow students to fill in words or act out gestures.
2. She makes mistakes and lets the students correct her.
3. She asks short-answer and open-ended questions.
(Is the coyote long or little? Who does the coyote grab? What is the coyote's name? Where does he live?)

Adapted from *Foreign Language Notes* Vol. 39, NO.2 (Spring, 1997)

**Figure 30**

**INTERVIEWS**

A strategy for gathering information and reporting

<table>
<thead>
<tr>
<th>HOW DO YOU USE IT?</th>
<th>WHAT ARE THE BENEFITS?</th>
</tr>
</thead>
</table>
| Students prepare a set of questions and a format for the interview. After conducting the interview, students present their findings to the class. | • fosters connections between ideas  
• develops the ability to interpret answers  
• develops organizational and planning skills  
• develops problem-solving skills  
• provides opportunities to use the target language |

**Figure 31**

**CLOZE**

A open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.

<table>
<thead>
<tr>
<th>HOW DO YOU USE IT?</th>
<th>WHAT ARE THE BENEFITS?</th>
</tr>
</thead>
</table>
| The teacher eliminates a word or phrase from the sentence. Students complete the sentence with a word that “makes sense.” The teacher may select random words or a specific part of speech. This can be expanded to the more difficult task of finding a word that makes sense when only the initial letter of the word is provided. | • provides opportunities for creativity  
• develops the use of precise vocabulary  
• focuses on the use of precise and correct communication  
• increase comprehension skills  
• provides opportunities to use the target language |

Adapted from the *Florida Curriculum Framework*, 1996
Total Physical Response Storytelling:

Total Physical Response (TPR) occurs when students react physically to commands in the target language. This allows students to acquire vocabulary consistent with The Natural Approach. It also allows for a silent period where comprehension is established before the student is expected to speak. Students link their actions with the words so that they internalize vocabulary using movement as well as thought.

For example: "Point to the apple." "Put the apple on your head."

Language learned through TPR alone may become passive. TPR Storytelling was developed by Blaine Ray in the 1980's and 1990's to expand into narration and description. After the target story is mastered, students go on to add humor and originality by creating their own versions.

The steps to teaching a mini-story are:

1. Present one word at a time through TPR movement, models or pictures.
2. Practice the words and actions in groups with words visible.
3. Practice with eyes closed.
4. Present a mini-story.
5. Volunteers act out the story for the class.
6. Ask simple questions about the story: yes/no, either/or, fill-in, open-ended
7. Students tell the story to a partner.
8. Pairs volunteer to act out the class.
10. Pairs, groups devise a new story or students create one for homework.

Mini-cuento: El pico

Hay un niño.
También, hay agua.
El agua sube y sube.
El niño tiene miedo.
Ve un pico.
Corre.