SPANISH 2-1

Length of Course: Term
Elective/Required: Required
Schools: High Schools
Eligibility: Grades 9-12
Credit Value: 5 credits
Date Approved: 5/21/07
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"Modifications will be made to accommodate IEP mandates for classified students."
Introduction

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

The Edison Township School District Curriculum Template

The Edison Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Edison Township curriculum template, aspects of the backward-design model will be found in the stated enduring understandings/essential questions, unit assessments, and instructional activities. Familiarization with backward-design is critical to working effectively with Edison’s curriculum guides.

Guiding Principles: What is Backward Design? What is Understanding by Design?

‘Backward design’ is an increasingly common approach to planning curriculum and instruction. As its name implies, ‘backward design’ is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum/design, development, and implementation hinges upon the integration of the following three stages.
Stage 1: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to more deeply and fully answer these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc…) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all, that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.
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.
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 be 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 student 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:

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<th>7.1 Communication</th>
<th>7.2 Culture</th>
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<tbody>
<tr>
<td>A. Interpretive Mode</td>
<td>A. Interpretive Mode</td>
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<td>B. Interpersonal Mode</td>
<td>B. Interpersonal Mode</td>
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<tr>
<td>C. Presentational Mode</td>
<td>C. Presentational Mode</td>
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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
Guadalupe
Guadalupe (Guy)
Guillermo
Gustavo
Heriberto
Hugo
Jaime
Javier
Jerónimo (Jerome, Jerry)
Joaquín
Jorge
José, Pepe
Juan, Juanito
Julian
Julio
León
Leonardo
Lorenzo
Luis
Manuel, Manolo
Marco
Mario
Martin
Mateo
Mauricio
Miguel, Miguelito
Nacho
Oscar
Pablo
Patricio
Pedro
Quino (Kenneth)
Ramón
Raul, Rafael
Renaldo
Ricardo, Riqui
Roberto
Rodolfo
Rodrigo
Rogelio (Russell)
Rogerio
Rolando
Rubén
Salvador
Samuel
Santiago
Teodoro
Terencio
Timoteo
Tomás
Vicente
Victor
Nombres de Muchachas

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<td>Emilia</td>
<td>Romano</td>
</tr>
<tr>
<td>Enriqueta (Harriet)</td>
<td>Raquél</td>
</tr>
<tr>
<td>Esperanza</td>
<td>Sara</td>
</tr>
<tr>
<td>Estela</td>
<td>Silvia</td>
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<td>Ester</td>
<td>Sofía</td>
</tr>
<tr>
<td>Eva</td>
<td>Susana</td>
</tr>
<tr>
<td>Felipa, Felisa</td>
<td>Teresa</td>
</tr>
<tr>
<td>Florencia, Paquita</td>
<td>Victoria</td>
</tr>
<tr>
<td>Gabriela (Gail)</td>
<td>Violeta</td>
</tr>
<tr>
<td>Gertrudis</td>
<td>Virginia</td>
</tr>
<tr>
<td>Gracia, Graciela, Engracia</td>
<td>Yolanda</td>
</tr>
<tr>
<td>Guadalupe</td>
<td></td>
</tr>
</tbody>
</table>

Teacher presentation of expressions used in greeting and introductions is an appropriate way to introduce students to hearing and speaking Spanish.
## THEMATIC UNITS

### Suggested Sequence

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>MP-1</td>
<td>MP-2</td>
</tr>
<tr>
<td>Entretenimiento</td>
<td>¿Tienes planes?</td>
</tr>
<tr>
<td>MP-3</td>
<td>MP-4</td>
</tr>
<tr>
<td>A comer</td>
<td>Las vacaciones</td>
</tr>
<tr>
<td></td>
<td>(Inc. la ropa)</td>
</tr>
</tbody>
</table>
SPANISH 2-1
Spanish 2: 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 ... como**
- re-entry of **gustar** and indirect object pronouns (exposure to all)

Vocabulary:
- **Arte**
  - arte
  - 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**
  - ¿De qué género es ___?
  - ¿Qué colores ves ___?
  - ¿Cómo es ___?
  - ¿Qué opinas de ___?
  - ¿Qué tipo de arte es ___?
- **Televisión**
  - el programa de realidad
  - 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
- **Música**
  - rock
  - hip-hop
  - pop
  - clásica
  - jazz
  - alternativa
  - merengue
  - salsa
  - tango
  - bachata
  - cumbia
  - flamenco
  - mariachi

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

De dibujo animado
la comedia
el drama
de acción
de romance
de ficción científica
de acción
de romance
de ficción científica
de acción
de romance
de ficción científica
de acción
de romance
de ficción científica
First Quarter Assessment
Entretenamiento

Teacher Notes:

GENERAL: Students are to complete one Interpretive task and one Presentational task for the mid-term assessment.

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 the task not counted as part of the mid-term as a mini-assessment or 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 (50%) + presentational (50%) = 50% of mid-term 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></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>(How well do you find the main ideas from the text?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Key Words</strong></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>(How do you determine meaning of words?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preferences</strong></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>
<tr>
<td>(How well can you give and support your preference?)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
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>A. El Canto del Loco</th>
<th>B. León Gieco</th>
<th>C. Dulce Pontes and Ennio Morricone</th>
</tr>
</thead>
</table>

__________
These artists are currently on tour, which will continue until late October.

__________
These artists will be performing at the same place, but on different dates.

__________
These artists play "dance" music.

__________
These artists have worked for several years to prepare their new album.

__________
This artist has had a long career combining folk and rock music.

__________
Tickets for the show(s) of these artists may be purchased on the Internet.

__________
There is a published time for the show(s) of these artists.

__________
There is a set price for the show(s) of these artists.
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 Auditorio 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

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.

León Gieco en un concierto

- Artista: León Gieco
- Lugar: Teatro Cervantes
- Dirección: Ramos Marín, s/n
- Teléfono (es posible comprar entradas por teléfono): 952 224 100
- Fecha: 15 de julio de 2004
- Hora: 20.30
- Precio: Entre 9 y 24 euros
- Venta de entradas: Teatro Cervantes, sede central de Unicaja (Plaza de la Marina), Uniticket (901 246 246) o en www.teatrocervantes.com

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 conocidos 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>
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<td>You are able to identify the main idea. You identify some of the important ideas.</td>
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</tr>
<tr>
<td>(How well do you find the main ideas from the text)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Key Words</strong></td>
<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>
</tr>
<tr>
<td>(How do you determine meaning of words)</td>
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<tr>
<td><strong>Inferences</strong></td>
<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>
</tr>
<tr>
<td>(How well can you give and support your opinion using the text?)</td>
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</table>

**Comments:**

First Quarter Assessment

Entretenimiento

Huellas Dalinianas

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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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.
HUellas 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
Técnicas: 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.

Reina Sofía

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
Entretenimiento español 2-1

Presentational Assessment
Los programas populares de los hispanoparlantes

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 50% of your assessment grade for the mid-term

Interpretive (50%) + presentational (50%) = 50% of mid-term 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>
</tr>
</thead>
<tbody>
<tr>
<td>Género</td>
<td></td>
</tr>
<tr>
<td>El/la protagonista</td>
<td></td>
</tr>
<tr>
<td>El tema</td>
<td></td>
</tr>
<tr>
<td>La hora (¿En qué día? ¿En qué hora?)</td>
<td></td>
</tr>
<tr>
<td>El canal</td>
<td></td>
</tr>
<tr>
<td>Me interesa porque.....</td>
<td></td>
</tr>
</tbody>
</table>

| Yo (no) recomiendo este programa porque..... |

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!
Entretenimiento  
Presentational Assessment  
El arte tan bella

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 for the mid-term.

Interpretive (50%) + presentational (50%) = 50% of mid-term 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nombre de la obra de arte</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>El/la artista</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>El tipo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>El género</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Descripción general</th>
</tr>
</thead>
<tbody>
<tr>
<td>- ¿Qué hay en la obra?</td>
</tr>
<tr>
<td>- ¿Cómo es?</td>
</tr>
<tr>
<td>- ¿Qué colores ves?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>El tema posible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Me interesa porque....</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

| En mi opinión, esta obra es ...
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**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 engrandecida

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!
Entrenamiento
Presentational Assessment
La música latina

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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>El/la cantante</td>
<td></td>
</tr>
<tr>
<td>Nombre de álbum</td>
<td></td>
</tr>
<tr>
<td>El género</td>
<td></td>
</tr>
<tr>
<td>Rasgos generales</td>
<td></td>
</tr>
<tr>
<td>La letra</td>
<td></td>
</tr>
<tr>
<td>El tema</td>
<td></td>
</tr>
<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!
<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 work.</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
- 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 (opiniones), 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
  - hacer yoga

  - levantarse
  - patinar sobre ruedas
  - montar la montaña rusa
  - montar los aparatos
  - ver los peces
  - ver los payasos
  - ver los animales
  - asistir a un concierto

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

- Objetos de higiene
  - la afeitadora
  - la navaja
  - la crema de afeitar
  - el jabón

- el cepillo de dientes
- la pasta dentífrica
- ¿De parte de quién?
- Está bien.
- Llamo más tarde.

- el desodorante
- el champú
- el peine
- el cepillo
- la secadora
- la toalla
- el espejo
- el maquillaje

- ¿Puedo dejar un recado?

- Invitaciones
  - ¿Quieres ...?
  - ¿Te gustaría ...
  - Me gustaría ...
  - ¿Por qué no ...
  - ¿Qué tal si ...
  - ¿Qué te parece si ...
  - Te invito.
  - ¡Claro!
  - ¡Claro que sí!
  - ¡Cómo no!
  - Me parece bien.
  - Perfecto.
  - Buena idea.
  - Lo siento, pero
  - no puedo.
  - Ya tengo planes.
  - Tengo una cita.
  - ¡Qué lástima!
  - Tal vez otro día.
  - Tengo ganas de ...

- Por teléfono
  - Aló.
  - Diga.
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 (50%) + Interpersonal (50%) = 50% of mid-term grade

<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 idea</strong></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>
<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>

¿Quién llamó? ________________________________
¿Para quién? ________________________________
MENSAJE:
¿Qué? _______________________________________
____________________________________________
____________________________________________
¿Dónde? _____________________________________
____________________________________________
¿Cuándo? _____________________________________

¿Quién llamó? ________________________________
¿Para quién? ________________________________
MENSAJE:
¿Qué? _______________________________________
____________________________________________
____________________________________________
¿Dónde? _____________________________________
____________________________________________
¿Cuándo? _____________________________________
Númerot _______

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

Númerot _______

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

Númerot _______

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

Númerot _______

¿Quién llamó? ________________________________
¿Para quién? ________________________________
MENSAJE:
¿Qué? ______________________________________
____________________________________________
¿Dónde? ______________________________________
____________________________________________
¿Cuándo? ______________________________________
¿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)

<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>2] EXTEND 1 ST INVITATION</td>
<td>2] DECLINE 1 ST INVITATION (and explain why)</td>
</tr>
<tr>
<td>3] EXTEND 2 ND INVITATION</td>
<td>3] DECLINE 2 ND 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 (50%) + Interpersonal (50%) = 50% of mid-term grade
Second Quarter Assessment

¿Tienes planes?

Interpersonal Task:
Vous êtes en Espagne en tant que participant à un programme d'échange scolaire. Un mois s'est écoulé et vous avez fait des amis parmi les jeunes locaux. C'est vendredi après l'école et vous décidez de téléphoner à Rosalia et de planifier un rendez-vous pour ce week-end. Vous devriez utiliser autant de langage que possible. Si possible, inclure des informations d'entertainment de la première moitié.

Votre conversation doit suivre le plan suivant.

- Salutations
- Étendre une invitation et donner une raison pour laquelle vous voulez y aller
- Tourner le premier refus et donner une raison pour le refus
- Étendre une deuxième invitation et donner une raison pour laquelle vous voulez y aller
- Accepter l'invitation et donner une raison pour le refus
- Planification (jour et heure)
- Adieux

Évaluer les critères: Interpersonal Task Rubric

<table>
<thead>
<tr>
<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>DOES NOT MEET EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements</strong></td>
<td></td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td><strong>Vocabulary Use</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are your vocabulary choices appropriate?</td>
<td>You used a variety of vocabulary words</td>
<td>You used appropriate vocabulary words</td>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you be understood? How hard does listener have to work to get what you are saying?</td>
<td>a) You were easily understood **</td>
<td>a) Generally I understood you (with minimal difficulty)**.</td>
</tr>
<tr>
<td></td>
<td>b) Your ideas were clear</td>
<td>b) Most ideas clear</td>
</tr>
<tr>
<td></td>
<td>c) Accuracy does not impede comprehension</td>
<td>c) Accuracy does not interfere with comprehension</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you understand what is being said to you?</td>
<td>Your responses reflect comprehension; responses are appropriate to topic/content</td>
<td>Responses reflect comprehension and/or Most responses are appropriate to topic/content</td>
</tr>
<tr>
<td><strong>Conversational Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you move the conversation along?</td>
<td>You ask &amp; answers simple questions</td>
<td>You respond to most simple direct questions.</td>
</tr>
</tbody>
</table>

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

Grading: Interpretive (50%) + Interpersonal (50%) = 50% of mid-term grade
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 (50%) + Interpersonal (50%) = 50% of mid-term grade

<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 idea</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td><strong>Supporting details</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

Número ________

¿Quién llamó? ___________________________
¿Para quién? ___________________________
MENSAJE: 
¿Qué? ___________________________________
_______________________________________
_______________________________________
_______________________________________
¿Dónde? ___________________________________
_______________________________________
_______________________________________
¿Cuándo? ___________________________________
_______________________________________
_______________________________________

Número ________

¿Quién llamó? ___________________________
¿Para quién? ___________________________
MENSAJE: 
¿Qué? ___________________________________
_______________________________________
_______________________________________
_______________________________________
¿Dónde? ___________________________________
_______________________________________
_______________________________________
¿Cuándo? ___________________________________
_______________________________________
_______________________________________
Número ______

¿Quién llamó? ____________________________
¿Para quién? ____________________________
MENSAJE: ____________________________
¿Qué? ____________________________
¿Dónde? ____________________________
¿Cuándo? ____________________________

Número ______

¿Quién llamó? ____________________________
¿Para quién? ____________________________
MENSAJE: ____________________________
¿Qué? ____________________________
¿Dónde? ____________________________
¿Cuándo? ____________________________

Número ______

¿Quién llamó? ____________________________
¿Para quién? ____________________________
MENSAJE: ____________________________
¿Qué? ____________________________
¿Dónde? ____________________________
¿Cuándo? ____________________________

Número ______

¿Quién llamó? ____________________________
¿Para quién? ____________________________
MENSAJE: ____________________________
¿Qué? ____________________________
¿Dónde? ____________________________
¿Cuándo? ____________________________
SPANISH 2-1

Spanish 2-1: 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
- Continuation of preterite

Vocabulary: (see vocabulary list)

Vocabulary:
- Desayuno
  - los huevos
  - el tocino
  - el pan tostado
  - el cereal
  - el yogur
  - el jamón
  - el queso
  - la tortilla (el omelete)
  - 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 toronja
  - las cerezas
- Bebidas
  - el agua
  - la leche
  - el té frío
  - la limonada
- 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 maní
  - las papitas
  - la sopa de... pollo, legumbres
  - los macarrones con queso
  - el queso fundido
- Legumbres
  - el tomate
  - la lechuga
  - el pepino
  - 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
- Condimentos
  - el jarabe
  - la manteca / mantequilla
  - el azúcar
  - la salsa de tomate
  - la mayonesa
  - la mostaza
  - el aceite y vinagre
  - el ajo
  - el ají
- Adjetivos
caliente
frío
delicioso
rico
picante
salado
dulce
agradulce
agrio
jugoso
grasiento
acero
amargo
- Mesa
  - la cuchara
  - la cucharilla
  - el cuchillo
  - el plato
  - el plato / el tazón
  - la servilleta
  - la taza
  - el tenedor
  - el vaso
- En el restaurante
  - ¿Qué vas a pedir?
  - Voy a pedir...
  - Quiero...
  - ¿Me puede traer...?
  - ¿Nos puede traer...?
  - Estaba (frío, etc.)
  - por favor
  - limpio / sucio
  - otro
  - La cuenta, por favor.
  - ¿Desean algo más?
  - ¿Cuánto es?

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
¿Está incluida la propina?
Es aparte.
Tener hambre
Tener sed
Third Quarter Assessment  español 2-1

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 High 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.

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. A group of four would require one person to be the server. 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 1-6 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 encante la comida italiana, este es su lugar nuevo favorito.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nombre</td>
<td><em>Tarantella’s</em> 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><em>Tarantella’s</em> es una casa vieja victoriana con un paisaje impresionante</td>
</tr>
</tbody>
</table>

**Grading:** Interpretive (33%) + Interpersonal (33%) + **Presentational (33%)** = 50% of final grade
Third Quarter Assessment  español 2-1
¡A comer! - 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.

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2 (Friend from Colombia)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Name 4 restaurants as options to choose from</td>
<td>☐ Listen to the different restaurant choices given and ask about the foods each of the 4 restaurants has.</td>
</tr>
<tr>
<td>☐ List at least 5 items each restaurant has</td>
<td>☐ Answer what you feel like having (or what meal you are in the mood for)</td>
</tr>
<tr>
<td>☐ Ask your friend specifically what he feels like having (or what meal he is in the mood for)</td>
<td>☐ “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>☐ Based on his answer, suggest a restaurant. Then state where you would like to eat.</td>
<td>☐ 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>☐ 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>☐ While the server is getting your food, talk about some interesting topics like friends, family, sports, TV, school, etc.</td>
</tr>
<tr>
<td>☐ While the server is getting your food, talk about some interesting topics like friends, family, sports, TV, school, etc.</td>
<td>☐ 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 sandwiches de Michael’s Deli, pero este sándwich está horrible. El pan está duro, la mayonesa está desterrida y el queso es verde. ¡Uf!)</td>
</tr>
<tr>
<td>☐ 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 sandwiches de Michael’s Deli, pero este sándwich está horrible. El pan está duro, la mayonesa está desterrida y el queso es verde. ¡Uf!)</td>
<td>☐ Finally, ask for the check and pay for the bill.</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 (33%) + Interpersonal (33%) + Presentational (33%) = 50% of final grade
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 (33%) + Interpersonal (33%) + Presentational (33%) = 50% of final 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.

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

2. 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.**

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.

<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>
Acompanamientos

Es posible que hayan precios diferentes en los regiones diferentes.

Tapas

Discovery 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.

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 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
Patatas a la Pobre £2.55 (V & GF)
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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nombre</td>
<td></td>
</tr>
<tr>
<td>Dirección</td>
<td></td>
</tr>
<tr>
<td>Descripción Visual (afuera)</td>
<td></td>
</tr>
<tr>
<td>Ambiente (adentro)</td>
<td></td>
</tr>
<tr>
<td>Tipo de comida y el menú</td>
<td></td>
</tr>
<tr>
<td>Los precios</td>
<td></td>
</tr>
<tr>
<td>Descripción de una comida entera</td>
<td></td>
</tr>
<tr>
<td>a) aperitivo</td>
<td></td>
</tr>
<tr>
<td>b) sopa</td>
<td></td>
</tr>
<tr>
<td>c) ensalada</td>
<td></td>
</tr>
<tr>
<td>d) plato principal</td>
<td></td>
</tr>
<tr>
<td>e) postre</td>
<td></td>
</tr>
<tr>
<td>f) bebida</td>
<td></td>
</tr>
<tr>
<td>El servicio</td>
<td></td>
</tr>
<tr>
<td>¿Lo recomiendes?</td>
<td></td>
</tr>
<tr>
<td>Conclusión</td>
<td></td>
</tr>
</tbody>
</table>
### Thir

### Third Quarter Assessment – español 2-1

#### Nombre

#### Fecha

#### Clase

<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>
<td></td>
<td></td>
<td></td>
</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 Logical progression of ideas</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>
<td></td>
<td></td>
</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>
<td></td>
<td></td>
<td></td>
</tr>
<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 moderately accurate; at times errors may interfere with comprehension</td>
</tr>
<tr>
<td>Text Type</td>
<td></td>
<td></td>
<td></td>
</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>
</tr>
<tr>
<td>Impact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over all effect including: risk taking, humor, idioms</td>
<td>You inspire others to eat at this restaurant tonight.</td>
<td>Others are somewhat inspired and think about eating at this restaurant.</td>
<td>Others are not inspired and prefer to stay in and eat oatmeal</td>
</tr>
</tbody>
</table>

**Comentarios**

<table>
<thead>
<tr>
<th>28 A+</th>
<th>21 B+</th>
<th>14 C+</th>
<th>7 D</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 A+</td>
<td>20 B+</td>
<td>13 C+</td>
<td>6 D</td>
</tr>
<tr>
<td>26 A-</td>
<td>19 B-</td>
<td>12 C-</td>
<td>5 F</td>
</tr>
<tr>
<td>25 A-</td>
<td>18 B-</td>
<td>11 C-</td>
<td>4 F</td>
</tr>
<tr>
<td>24 A-</td>
<td>17 B-</td>
<td>10 C-</td>
<td>3 F</td>
</tr>
<tr>
<td>23 A-</td>
<td>16 B-</td>
<td>9 C-</td>
<td>2 F</td>
</tr>
<tr>
<td>22 A-</td>
<td>15 B-</td>
<td>8 C-</td>
<td>1 F</td>
</tr>
</tbody>
</table>

**Grading:** Interpretive (33%) + Interpersonal (33%) + **Presentational (33%) = 50% of final grade**

*By those accustomed to working with language learners.*
**PRESENTATIONAL ORAL**

<table>
<thead>
<tr>
<th>PRESENTATIONAL ORAL</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>DOES NOT MEETS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements</strong></td>
<td></td>
<td></td>
<td></td>
</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><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates intended message</td>
<td>Opening and closing Logical progression of ideas</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><strong>Comprehensibility</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you be understood?</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><strong>Vocabulary Use</strong></td>
<td></td>
<td></td>
<td></td>
</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><strong>Language Control</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<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><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>Others are somewhat inspired and think about eating out **. ORAL: You used some of the impact techniques to create a strong presentation of why we should or should not eat at your restaurant. Your word on this place is gold.</td>
<td>Others are somewhat inspired and think about eating out **. ORAL: You somewhat used the impact techniques, so we are not totally sold on your OPINIÓN de este lugar.</td>
<td>Others are not inspired and prefer to stay in and eat week old empanadas. ORAL: You did not utilize the impact techniques to grab our interest so we are eating in the school cafeteria instead of eating out.</td>
</tr>
</tbody>
</table>

*by those accustomed to working with language learners.*

---

| 28 | A+ | 21 | B+ | 14 | C+ | 7 | D |
| 27 | A+ | 20 | B+ | 13 | C+ | 6 | D |
| 26 | A  | 19 | B  | 12 | C  | 5 | F |
| 25 | A  | 18 | B  | 11 | C  | 4 | F |
| 24 | A  | 17 | B  | 10 | C  | 3 | F |
| 23 | A- | 16 | B- | 9  | C- | 2 | F |
| 22 | A- | 15 | B- | 8  | C- | 1 | F |
Capítulo 9

Vocabulary:

Ropa
- los zapatos
- los tenis / los zapatos de tenis
- los calcetines / las medias
- la ropa interior
- los pijamas
- el impermeable
- la falda / la pollera
- la blusa
- el vestido
- la 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 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

Diseños
- cuadros
- flores
- rayas
- diseño
- lunares

Actividades
- nadar en el mar / océano
- pescar en el lago
- tomar el sol
- bucear en...
- esquiar por las
- patinar sobre hielo
- caminar por...
- hacer el alpinismo / escalar montañas
- montar en bicicleta
- comprar recuerdos
- sacar fotos de...
- visitar un museo
- explorar la selva
- acampar en el bosque
- pasar el rato con amigos / familia
- saltar en paracaidas
- hacer turismo
- bajar el río / canoa
- ir de vela en...
- dormir en el hotel
- comer en un restaurante
- bailar 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 2-1
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!
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-                  Llegar
¿Cuánto cuesta?      De la mañana
¿Cuándo?               De la tarde
Salir                   De la noche

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>Nombre</th>
<th>Clase</th>
<th>Fecha</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Adonde llegas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SALIDA</strong></td>
<td>1) Nombre de aerolínea: ______________________________</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>2) Nombre de pasajero: ______________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Destinación 3) Ciudad: ______________ 4) País: ______________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Costo: ______________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Duración de vuelo: _______ horas _____ minutos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Ciudad de salida: ______________ 8) Fecha de salida: el ____ de ___________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) Hora de salida: _______ de la ____________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) Ciudad de llegada: ______________ 11) Hora de llegada: _______ de la ______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12) El tiempo (anticipado): __________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>REGRESO</strong></th>
<th>1) Nombre de aerolínea: ______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Nombre de pasajero: ______________________________</td>
<td></td>
</tr>
<tr>
<td>Destinación 3) Ciudad: ______________ 4) País: ______________________________</td>
<td></td>
</tr>
<tr>
<td>5) Costo: ______________________________</td>
<td></td>
</tr>
<tr>
<td>6) Duración de vuelo: _______ horas _____ minutos</td>
<td></td>
</tr>
<tr>
<td>7) Ciudad de salida: ______________ 8) Fecha de salida: el ____ de ___________</td>
<td></td>
</tr>
<tr>
<td>9) Hora de salida: _______ de la ____________________</td>
<td></td>
</tr>
<tr>
<td>10) Ciudad de llegada: ______________ 11) Hora de llegada: _______ de la ______________</td>
<td></td>
</tr>
<tr>
<td>12) El tiempo (anticipado): __________________________</td>
<td></td>
</tr>
</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  Tipo de ocupación
Dirección  Comodidades
Número de teléfono  Lugares/atracciones
Dirección electrónica  Ilustración/logotipo
Costo por noche

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!

HOTEL HANGTAG-GRAPHIC ORGANIZER

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
¡Vamos de vacaciones!

Empacar la maleta
Las vacaciones

¡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 qué escogiste esta ropa, joyas?
   b) ¿Por qué necesitas estos artículos?

<table>
<thead>
<tr>
<th>Ropa</th>
<th>Color</th>
<th>Razón - Justificación</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>4</td>
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<tr>
<td>5</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>
<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>
</tr>
<tr>
<td>2</td>
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<td>4</td>
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<td>5</td>
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</tbody>
</table>
¡Vamos de vacaciones!

**Nombre**

**Clase**

**Fecha**

---

**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>
<td></td>
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</tr>
<tr>
<td>Information</td>
<td>Exceeds expectations</td>
<td>Meets expectations</td>
<td>Needs improvement</td>
</tr>
<tr>
<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>
</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>
</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>
</tr>
<tr>
<td>Legible</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>
</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>
</table>
| How much information do you include?  
  - the day, date, and time for each place  
  - the name of a specific place for each day  
  - 10 different activities  
  - how you will get to each place | You have included all of the required information. | You have included most of the required information. | You have included some required information. | You have included little required information. |
| 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. |
# PACKING LIST – RUBRIC

<table>
<thead>
<tr>
<th></th>
<th><strong>Exceeds expectations</strong></th>
<th><strong>Meets expectations</strong></th>
<th><strong>Needs improvement</strong></th>
<th><strong>Does not meet expectations</strong></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 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>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 the list.</td>
</tr>
<tr>
<td>○ Accessories / shoes / articles</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>○ Justifications</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>Accuracy</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>How accurate is the information? Does it make sense?</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>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>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>
<td></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>N / A</td>
<td>N / A</td>
<td>N / A</td>
<td>N / A</td>
</tr>
</tbody>
</table>
Task:
You will use your travel portfolio to answer questions about your vacation. This is 50% of your final assessment 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>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Who are you traveling with?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Where do you plan to visit?</td>
<td></td>
</tr>
<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>
</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><strong>VOCABULARY USE</strong></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>
<td>Your vocabulary is limited and/or repetitive. You provide main ideas, with few supporting details.</td>
</tr>
<tr>
<td>How much of the vocabulary do you use when discussing your vacation plans?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMPREHENSION</strong></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>
<td>You respond appropriately too some of the conversation. You may use gestures to show you don’t understand or you may use English.</td>
</tr>
<tr>
<td>How well do you understand? What do you do when you don’t understand something?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMMUNICATION STRATEGIES</strong></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>
<td>You participate in conversational topics with a lot of hesitation. You ask a few basic, memorized questions.</td>
</tr>
<tr>
<td>How do you help to move the conversation along?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMPRENSIBILITY</strong></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>
<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>How well can you be understood?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGE CONTROL</strong></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>
<td>You are highly accurate with memorized language. You may use simple sentences. Your accuracy decreases when you attempt to create with language.</td>
</tr>
<tr>
<td>How well do you use the language?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Grade:** This will count as 50% of your final exam 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 final exam grade.
Las Vacaciones – la tarjeta postal

| Name ___________________ | Class _______ | Date ____________________ | Grade ________ |

**VOCABULARY USE / IMPACT**
Do you use vocabulary pertaining to the topic? Do you include details?

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tbody>
</table>

**COMPREHENSIBILITY**
Can you be understood?

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tbody>
</table>

**LANGUAGE CONTROL**
How in control are you of the language?

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tbody>
</table>

Do you spell correctly and use the correct punctuation marks, including accents, when able to use reference materials?

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<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>

**ORGANIZATION**
Does your postcard flow and include the required information?

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<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 4 (Accelerated)

Spanish 9 (Honors) → Spanish 5 (Accelerated)

Spanish 10 (Honors)

Spanish 4 (Honors)

Spanish 5/AP (Honors)

Five-Year Spanish Program

Spanish 1 (Accelerated)
PROGRAM COMPONENTS FOR SPANISH 2-1


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.
   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.
Framework For Essential Instructional Behaviors, K-12
Common Threads

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 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 planning show evidence of:
   a. units and lessons which show a direct relationship between student learning needs, the written curriculum, and the New Jersey Core Content Curriculum Standards.
   b. clearly defined, curriculum-based learning objectives that are based on diagnosis of student needs and readiness levels.
   c. instructional strategies and materials that challenge students to achieve at the highest standards of performance.
   d. lesson design sequenced to make meaningful connections to overarching concepts and essential questions.
   e. use of thematic disciplinary units to integrate science, social studies, language arts, and math.
   f. activities to promote student reading, writing, listening, speaking, and viewing.
   g. provision for effective use of available materials, technology and outside resources.
   h. accurate knowledge of subject matter.
   i. knowledge of a variety of instructional strategies and best practices, including strategies for assessing student readiness levels and differentiating instruction.
   j. strategies to enable co-planning and co-teaching in shared teaching situations.
   k. lessons that provide for increasing student independence and responsibility for learning.
   l. multiple means of assessment, including performance assessment, that are authentic in nature and realistically measure student understanding.
   m. diagnostic and formative assessments that inform instructional design.
   n. appropriate homework assignments that reinforce and extend learning and build upon previously learned concepts.

2. Productive Learning Climate & Classroom Management

   Does the student-teacher interaction and the classroom show evidence of:
   a. an environment which is learner-centered, content rich, and reflective of children’s efforts.
   b. a climate of mutual respect, one that is considerate of and addresses differences in culture, race, gender, and readiness levels.
   c. opportunities for student voice and student choice.
   d. proactive rules and routines which students have internalized, and effective use of relationship-preserving reactive strategies when necessary.
   e. a safe, positive and open classroom environment in which children and teachers take risks, and learn by trial and error.
   f. effective use of classroom time with a focus on accomplishing learning objectives.
   g. classroom furniture and physical resources arranged in a way that supports student interaction, lesson objectives and learning activities.

OVER
3. Teaching & Learning

Does the instruction show evidence of:

a. differentiation of instruction to meet the needs of all learners, including meeting the targeted goals of students with Individualized Education Plans (IEPs).
b. use of a variety of grouping strategies including individual conferences, cooperative learning structures, flexible groups, learning partners, and whole-class instruction based on assessments of student readiness levels and interests.
c. addressing the visual, auditory, and kinesthetic/tactile learning modalities.
d. use of available technology including computer PowerPoint and multi-media presentations by teacher and students.
e. deliberate selection and use of cognitive organizers and hands-on manipulatives.
f. modification of content, strategies, materials and assessment based on the interest and immediate needs of students during the lesson.
g. students achieving the objectives of the lesson through a variety of planned and, when appropriate, unplanned learning activities.
h. strategies for concept building including the use of the experiential learning cycle, inductive learning, and discovery learning and inquiry activities.
i. use of prior knowledge to build background information through such strategies as anticipatory set, K-W-L, and prediction brainstorms.
j. deliberate teacher modeling of effective thinking and learning strategies during the lesson.
k. real world applications and connections to students lives, interests, and home cultures.
l. opportunities for students to actively process the learning through closure at salient points in the lesson.
m. use of questioning strategies that promote discussion, problem solving, divergent thinking, multiple responses, and higher levels of thinking through analysis, synthesis, and evaluation.
n. development of students’ understanding as evidenced through their growing perspective, empathy, and self-knowledge regarding the content and meaning of the lesson.
o. active student engagement, individually and collaboratively, throughout the lesson.
p. varied writing activities such as journals, learning logs, creative pieces, letters, charts, notes, and research reports that connect to and extend learning in all content areas.
q. assessing student learning before, during, and after the lesson, to provide timely feedback to students and adjust instruction accordingly.

4. Professional Responsibilities & Characteristics

Does the teacher show evidence of:

a. continuing the pursuit of knowledge of subject matter and current research on effective practices in teaching and learning.
b. reflecting upon teaching to inform instruction.
c. maintaining accurate records and completing forms/reports in a timely manner.
d. communicating with parents about their child’s progress and the instructional process.
e. treating learners with care, fairness, and respect.
f. working collaboratively and cooperatively with colleagues.
g. sharing planning and instructional responsibilities in co-teaching partnerships.
h. maintaining positive and productive relationships with Child Study Team members, guidance counselors, school nurses, speech therapists, and other professional staff at the building level.
i. maintaining positive relationships with school support staff including secretaries, paraprofessionals, lunch aides, and custodial staff.
j. being flexible and open to suggestions from supervisors and administrators.
k. presenting a professional appearance.
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 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 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.
<table>
<thead>
<tr>
<th>Overall appearance</th>
<th>3 - Exceeds expectations</th>
<th>2 - Meets expectations</th>
<th>1 - Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></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>Information</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>Accuracy/captions</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>Time “on task”</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>Workload distribution among group</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.

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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)
   Srta. 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. ¿Como 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 scribblh 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 bye-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
TPR STORYTELLING

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 |
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 for 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.