Date: 06/06/2019

Subject: *RFP: YESP2019-01 - Copy/Print and Delivery Services for Assessment Tests and Spanish Anthologies*

Dear Proposers,

Inquiry Deadline for Proposal Questions was **June 5th, 2019.**

The Revisions/updates are written in Red ink and underlined. Please make sure to submit the correct version of the RFP until June 12th, 2019 @ 2PM.

Questions / Answers:

1. **What are the packaging requirements?**
- Requirements added to the revised "Pricing Sheet"

2. **Where is the Reference form located?**
- Please complete the refence information sheet only no other form is required.

3. **Can we offer Alternative method for delivery?**
- Preferred method of delivery: Hand delivery to the designated room in the campuses. Alternative delivery methods are acceptable. Please write the proposed security policy and procedures in the comment section

Regards,

YES Prep Public Schools

Purchasing Department

Date Due: June 12, 2019	**YES Prep Public Schools**
DUE NO LATER THAN 2 P.M.	REQUEST FOR PROPOSAL
LOCAL TIME IN HOUSTON, TEXAS	Cover Sheet
Proposals received later than the above date and time will not be considered.	

REQUEST FOR PROPOSAL (UNDATED 06.05.19)
"YESP2019-01 - Copy/Print and Delivery Services for Assessment Tests and Spanish Anthologies"

NOTE TO PROPOSERS!!! Carefully read all instructions, requirements, and specifications. Fill out all forms properly and completely. Submit your proposal with all appropriate supplements and/or samples and return as instructed in Special Requirements/Instructions.

Inquiry Deadline for Proposal Questions, General Clarifications, etc.: June 5th, 2019.

RETURN PROPOSAL TO:
Kerem KUTUK
Purchasing Manager
YES Prep Public Schools
5515 South Loop East, Suite B
Houston, Texas 77033
For additional information, contact at Kerem.Kutuk@yesprep.org or 713-967-8618
You must sign below in INK; failure to sign WILL disqualify the proposal. All prices must be typewritten or printed in ink.

Vendor Name: _____

Vendor Address: _____

City, State, Zip Code: _____

FEDERAL EIN OR T.I.N.: _____

Telephone No.: _____ Fax No.: _____

Email: _____

Print Name: _____ Signature: _____

[Your signature attests to your proposal to provide the goods and/or services in this proposal according to the published provisions of this Request for Proposal unless modifications or alterations are clearly noted in your proposal submission.]

TENTATIVE RFP SCHEDULE

YES Prep anticipates following the following time table for this RFP:
- Newspaper Ads**: May 23rd and May 29th, 2019**
- Inquiry Deadline for Proposal Questions: **June 5th, 2019.**
- Deadline for submission of proposals: **June 12th, 2019 @ 2PM**
- Proposal evaluation date: **June 13th, 2019 through June 21st, 2019**
- Contract Award: **July 1st, 2019**
- Agreement date initial term: **July 1st, 2019 through June 30th, 2022**

The Initial term of the prospective contract is a period of thirty-six (36) months. YES Prep may elect to extend any contract awarded pursuant to this procurement solicitation for up to two (2) additional one-year terms. The maximum duration of any contract resulting from this procurement is a total of five (5) years.

TABLE OF CONTENTS – REQUEST FOR PROPOSAL PACKAGE

The items below represent components which comprise this Request for Proposal (hereinafter "RFP") package. Suppliers are asked to review the package to be sure that all applicable parts are included. If any portion of the package is missing, please notify Kerem KUTUK, immediately at Kerem.Kutuk@yesprep.org or 713-967-8618

It is the Vendor's responsibility to be thoroughly familiar with all Requirements and Specifications. Be sure you understand the following before you return your proposal packet.

1. **Cover Sheet**
   Your company name, address, and your signature (**IN INK**) should appear on this page.

2. **Table of Contents**
   This page is the Table of Contents.

3. **General Requirements**
   You should be familiar with all of the General Requirements.

4. **Special Requirements/Instructions**
   This section provides information you must know in order to make a complete and proper proposal.

5. **Specifications**
   This section contains the detailed description of the products/services sought.

6. **Attachments**
   A. Attachment Package
   B. Questionnaire
   C. Workers' Compensation Certification
   D. Insurance Coverage Requirements
   E. Scoring Rubric

GENERAL REQUIREMENTS

ACCESS TO RECORDS
Proposer (hereinafter "Vendor") may be required to allow duly authorized representatives of YES Prep Public Schools (hereinafter "YES"), and local, state, and federal governments, access to contracts, books, documents, and records necessary to verify the nature, extent, and cost of services provided by the Vendor.

AWARD
YES reserves the right to reject any and all proposals, and reserves the sole right at its discretion to accept any proposal(s) it considers most favorable to the interest of YES and waive any and all minor irregularities in any proposal(s). YES further reserves the right to reject any proposal(s) and seek new proposals through the issuance of a new or amended Request for Proposal (hereinafter "RFP") if such action is deemed in the best interest of YES.

OFFER COMPLETION
Fill out and return to **KEREM KUTUK, Purchasing Manager**, one complete proposal form, and one complete copy, as instructed under the Special Requirements section of this document. An authorized Vendor representative should sign the Cover Sheet. Completion of these forms is intended to verify that the Vendor has submitted the proposal, is familiar with its contents, and has submitted the material in accordance with all requirements.

The submission of a response shall be prima facie evidence that the Vendor has full knowledge of the scope, nature, quantity, and quality of work to be performed, the detailed requirements of the project, and the conditions under which the work is to be performed. All terms, conditions, specifications, stipulations, and Vendor requirements stated in the RFP, any attached Appendices to the RFP, and any and all Addenda issued shall become part of the contract entered into between YES and the Vendor.

OFFER RETURNS
Vendors must return all completed proposals to the office of Purchasing Department as indicated on the Cover Sheet of this package. Late proposals will not be accepted. It is the responsibility of the responding Vendor to assure that the response is received prior to the date and time indicated on the Cover Sheet of this package.

DIGITAL FORMAT
If Vendor obtained the proposal specifications in digital format in order to prepare a response, **the proposal must be submitted in hard copy** according to the instructions contained in this package. If, in its response, Vendor makes any changes whatsoever to the YES published RFP specifications, the RFP specifications **as published** by YES shall control. Furthermore, if an alteration of any kind to the RFP specifications as published is discovered after the contract is executed, the contract is subject to immediate cancellation at the sole option of YES.

DISQUALIFICATION OF VENDOR
Upon signing this RFP, Vendor certifies that the proposal has not violated the antitrust laws of this state codified in §15.01, *et seq.*, Business & Commerce Code, or the federal antitrust laws, and has not communicated directly or indirectly the proposal made to any competitor or any other person engaged in such line of business. Any or all proposals may be rejected if YES believes

that collusion exists among the Vendors. Proposals in which the prices are obviously unbalanced may be rejected.

EVALUATION

In evaluating the proposals submitted, YES Prep will apply the "Best Value" process in selecting the Vendor to be awarded a contract for this project. **Purchase price is not the only criteria that will be used in the evaluation process**. The selection process will include, but not be limited to, the following considerations (**SCORING RUBRIC - ATTACHMENT C):**

Evaluation Factors	Weighted Value
1. Charges/Cost to YES PREP:	30 Points.
2. Proposed Service and Quality: Sample Booklets:	15 Points.
3. Design and Technical Execution:	10 Points.
4. Project Understanding and Methodology:	15 Points.
5. Proposer's size and structure:	10 Points.
6. Proposer's past relationship with YES Prep or other public schools:	20 Points.
Total:	**100 Points**

YES reserves the right to contact references from the Vendor's client list, or any other persons considered relevant by YES. YES reserves the right to conduct personal interviews of any or all potential Vendors prior to selection.

YES will not be liable for any costs incurred by the Vendor in connection with such interviews or with the submission of any response.

DOCUMENT INTERPRETATION
In the event of any conflict of interpretation of any part of this overall document, the interpretation of YES shall govern.

GOVERNING LAW
Any agreements resulting from this RFP shall be governed by, construed, and enforced in accordance with the laws of the State of Texas applicable to contracts made and wholly performed within such state (without regard to the conflicts or choice of law principles thereof). The parties irrevocably consent to the jurisdiction of the State of Texas, and agree that any court of competent jurisdiction sitting in the County of Harris, State of Texas, shall be an appropriate and convenient place of venue, and shall be the sole and exclusive place of venue, to resolve any dispute with respect to any such agreements.

HOLD HARMLESS AGREEMENT
The successful Vendor(s) shall indemnify, hold harmless, and defend YES, its directors, officers, and employees (paid or volunteer) from and against any and all claims, demands, and causes of action of whatever kind or nature arising out of error, omission, misrepresentation, negligent act, conduct, or misconduct of the Vendor and its subcontractors, agents, and employees (paid or volunteer) in the provision of goods or the performance of services arising out of the preparation of this proposal and execution and performance of any contracts resulting therefrom. Such indemnification shall also include reasonable attorneys' fees, court costs, and expenses.

INSPECTIONS

YES reserves the right to inspect any item(s) or service location for compliance with specifications, requirements, and needs of YES. If a Vendor cannot furnish a sample of a proposed item, where applicable, for review, or fails to satisfactorily show an ability to perform, YES can reject the Vendor as inadequate.

TESTING

YES reserves the right to test equipment, supplies, materials, and goods proposed for quality, compliance with specifications, and ability to meet the needs of YES. Demonstration units must be available for review. Should the goods or services fail to meet requirements and/or be unavailable for evaluation, the proposal is subject to rejection.

INVOICES AND PAYMENTS

YES standard payment terms are Net 30 days after receipt of invoice.

Invoices should be provided to YES in a timely manner. Vendors are requested to invoice YES within 30 days of providing goods and/or services to YES. Vendors who continuously invoice YES in a manner that is outside of generally accepted business practices may affect their continuing relationship with YES.

In the event a Vendor presents YES with invoices, statements, reports, etc. that are incomplete or inaccurate, YES may be required to perform substantial research which could result in delay of payment. YES will not be responsible for any interest charges and/or late fees as a result of delayed payment due to time delays caused by inadequate, incomplete, or inaccurate information provided in invoices by Vendor.

PRICING

Prices for all goods and/or services shall be negotiated to a firm amount for the duration of this contract or as agreed to in terms of time frame and/or method of determining price escalations, if any, by Vendor. All prices and methods of determining prices must be written in ink or typewritten. Where unit pricing and extended pricing differ, unit pricing prevails.

SCANNED OR RE-TYPED RESPONSE

If in its response, Vendor either electronically scans, re-types, or in some way reproduces the YES-published RFP package, then in the event of any conflict between the terms and provisions of the published RFP package, or any portion thereof, and the terms and provisions of the response made by the Vendor, the RFP package *as published* by YES shall control. Furthermore, if an alteration of any kind to the YES-published RFP package is only discovered after the contract is executed, the contract is subject to immediate cancellation at the sole option of YES.

SEVERABILITY

If any section, subsection, paragraph, sentence, clause, phrase, or word of these requirements or the specifications shall be held invalid, such holding shall not affect the remaining portions of these requirements and the specifications, and it is hereby declared that such remaining portions would have been included in these requirements and the specifications as though the invalid portion had been omitted.

SUPPLEMENTAL MATERIALS

Vendors are responsible for including all pertinent product data in the returned offer package. Literature, brochures, data sheets, specification information, completed forms requested as part of the offer package, and any other facts which may affect the evaluation and subsequent contract award should be included. Materials such as legal documents and contractual agreements, which the Vendor wishes to include as a condition of the proposal, must also be in the returned proposal package. Failure to include all necessary and proper supplemental materials may be cause to reject the entire proposal.

TAXES
YES is exempt from federal, state, and local taxes. In the event that taxes are imposed on the goods or services purchased, YES will not be responsible for payment of the taxes. The Vendor shall absorb the taxes entirely. Texas Limited Sales Tax Exemption Certificates will be furnished to Vendors upon written request to YES.

TERM CONTRACTS
The successful Vendor, as determined by YES, shall be required to execute a contract to furnish all goods and/or services and other deliverables required for successful completion of the proposed project. No Vendor shall obtain any interest or right in any award until YES has executed a contract, and any such interest and rights shall be subject to the terms and conditions as contained in such contract.

The successful Vendor may not assign, sell, or otherwise transfer its interest in the contract award, or any part thereof, without prior written consent from the YES.

QUANTITY
There is no guaranteed amount of business, expressed or implied, to be purchased or contracted for by YES. However, the Vendor(s) awarded the contract shall furnish all required goods and/or services to YES at the stated price, when and if required.

CONTRACT TYPE
The preferred contract type to be awarded is a fixed fee contract. However, if a Vendor has reason to believe a better (more cost effective) method is practical, then the Vendor is encouraged to offer that better pricing option as an alternative in its submitted proposal. YES will consider that type of contract as it compares with other recommended contract options.

TERMINATION
YES reserves the right to terminate the contract without cause with 60 days prior written notice for convenience and with 30 days prior written notice for cause if Vendor breaches any of the terms therein, including warranties of Vendor or if the Vendor becomes insolvent or commits acts of bankruptcy. Such right of termination is in addition to and not in lieu of any other remedies which YES may have in law or equity. Cause may be construed as, but not limited to, failure to deliver the proper goods and/or services within the proper amount of time, and/or to properly perform any and all services required to YES's satisfaction, and/or to meet all other obligations and requirements.

If the Vendor breaches any provision of the proposal stipulations, becomes insolvent, enters voluntary or involuntary bankruptcy, or receivership proceedings, or makes an assignment for the benefit of creditors, YES will have the right (without limiting any other rights or remedies that it may have in the contract or by law) to terminate any contract with 30 days prior written notice to the Vendor.

YES will then be relieved of all obligations, except to pay the reasonable value of the Vendor's prior performance (at a cost not exceeding the contract rate). The Vendor will be liable to YES for all costs exceeding the contract price that YES incurs in completing or procuring the service as described in the proposal. YES's right to require strict performance of any obligation in this contract will not be affected by any previous waiver, forbearance, or course of dealing.

FUNDING OUT OPTION
Any contract resulting from this RFP is contingent upon the continued availability of budget appropriations and is subject to cancellation, without penalty to YES, either in whole or in part, if funds are not appropriated by the YES Board of Directors or otherwise not made available to YES.

WARRANTIES
Vendors shall furnish all data pertinent to warranties or guarantees which may apply to items in the proposal. Vendors may not limit or exclude any implied warranties.

ASSOCIATION
Vendors may not use the YES official logo(s), or any phrase associated with YES, without written permission from YES.

DISCLOSURE
All information and documentation related to this RFP submitted by Vendors may be subject to public disclosure under the Texas Public Information Act (Texas Government Code Section 552.001, et seq.).

EXCEPTIONS, ALTERATIONS, ADDITIONS, and MODIFICATIONS
If any exceptions, alterations, additions, or modifications are submitted by Vendor to any portion of this RFP, the Vendor must clearly indicate the exceptions, alterations, additions, and modifications and include a full explanation as a separate attachment to the proposal. The failure to identify exceptions, alterations, additions, or modifications will constitute acceptance by the Vendor of the RFP as proposed by YES. YES reserves the right to reject a proposal containing exceptions, alterations, additions, or modifications.

PROPOSAL PREPARATION COSTS
All costs related to the preparation and submission of this proposal shall be paid by the Vendor. Issuance of this RFP does not commit YES, in any way, to pay any costs in the preparation and submission of the proposal, nor does the issuance of the RFP obligate YES to award a contract or purchase any goods and services stated in the RFP.

RETENTION OF PROPOSAL DOCUMENTATION
All proposal materials and supporting documentation that is submitted in response to this proposal becomes the permanent property of YES.

MODIFICATION/WITHDRAWL OF PROPOSAL
Proposals may be modified in writing at any time prior to the due date. Proposals may be withdrawn in writing, by facsimile written transmission or in person, before the response date.

SPECIAL REQUIREMENTS/INSTRUCTIONS

VENDOR INSTRUCTIONS
Responses to this RFP shall be formatted as follows:

All proposals must be typed on standard 8 ½ x 11 paper. Proposals may be faxed to Kerem KUTUK at 713-589-2502, mailed, or delivered to the Purchasing Department, 5515 South Loop East, Suite B, Houston, TX 77033. ***ALL PROPOSALS MUST BE RECEIVED NO LATER THAN 2:00 PM ON June 12th, 2019. Proposers are required to provide 2 set of Sample Copies of Spanish Anthologies and Common Assessment Test. Digital copies of the subject samples are enclosed.***

EVALUATION AND AWARD
This RFP in no manner obligates YES to the eventual rental, lease, or purchase of any equipment or service described, implied, or which may be proposed, until confirmed by a written contract. Progress toward this end is solely at the discretion of YES and may be terminated at any time prior to the signing of the contract.

YES may initiate discussions with Vendor personnel authorized to contractually obligate the Vendor. Discussions will develop into negotiating sessions with the successful Vendor(s). If YES is unable to agree to contract terms, YES reserves the right to terminate contract negotiations with a Vendor and initiate negotiations with another Vendor. YES reserves the right to select services and products from any number of Vendors if, in its sole discretion, it is in the best interest of YES to do so.

Evaluation will consider the Vendor(s) best meeting the needs and requirements of YES and such evaluation and determination of best value shall be solely at the discretion of YES. **Purchase price is not the only criteria that will be used in the evaluation process.**

Submission of qualifications implies the Vendor's acceptance of the evaluation criteria and Vendor's recognition that subjective judgments can and will be made by those individuals evaluating qualifications.

References, site visits, and product inspections may be used to make judgments directly affecting the award of this contract.

NON-PERFORMANCE BY VENDOR
Performance, before and during the contract term, will be a major consideration of current contract award, renewals, and future award considerations. Failure to perform, in any sense relative to this contract, may result in the probation and/or termination of this agreement by YES on the basis of nonperformance. Non-performance shall be determined as follows:

1. Failure to meet and maintain all qualifications required in this RFQ/RFP;

2. Failure to meet required personnel standards and operating performance standards;

3. Failure to maintain appropriate and/or necessary personnel licenses and certifications;

4. Failure to meet all vehicle inspections and certifications which are needed to comply with federal, state, and/or local requirements;

5. Failure to keep and maintain all required insurance coverage; and/or

6. Failure to cure deficiencies within a reasonable amount of time as stated herein.

INSURANCE
All Vendors must provide evidence of insurance or insurability and a Workers' Compensation Certificate (see Attachments C and D).

GOVERNMENT VIOLATIONS
Vendor shall notify YES of all health and safety violations, OSHA violations, wage and hour violations, or labor violations assessed by any city, state, or federal government department or agency.

NON-COMPLIANCE NOTIFICATION
In the event a Vendor is determined by YES to have failed to perform services in accordance with the requirements listed herein, YES will forward a written notification specifying the violation or the area of non-compliance to the Vendor. The Vendor in non-compliance shall immediately remedy all violations as determined by YES. Any violations not so remedied shall be grounds for termination of the contract, in whole or in part.

OWNERSHIP
YES shall retain ownership rights to all materials or any other product produced in conjunction with the work described herein.

SPECIFICATIONS

YES Prep Public Schools is a free, open-enrollment public school system that serves 12,000 students across Eighteen (19) schools in the Houston area. YES Prep has been ranked as among the top 100 public high schools in the nation by Newsweek and U.S. News & World Report. Every year, 100 percent of YES Prep's graduating seniors have been accepted into four-year colleges, including Harvard, Yale, Columbia, Rice, and Stanford. YES Prep combines a highly successful 6th-12th grade model along with high standards for student achievement.

YES Prep is seeking a Vendor to provide anf deliver "Copy/Print and Delivery Services for YES Prep Public School - Common Assessment Tests and Spanish Anthologies."

Locations

Campus	Address
Brays Oaks	9000 West Bellfort Houston, TX 77031
East End	8329 Lawndale Street Houston, TX 77012
Eisenhower	7922 Antoine Dr Houston, TX 77088
Fifth Ward	1305 Benson Houston, TX 77020
Gulfton	6565 De Moss Houston, TX 77074
Hoffman	6101 W Little York Rd Houston, TX 77091
North Central	13703 Aldine-Westfield Houston, TX 77039
North Forest	6602 Winfield Road Houston, TX 77050
Northbrook High School	Raider Circle N #1 Houston, TX 77080
Northbrook Middle School	3030 Rosefield Dr. Houston, TX 77080
Northline	5815 Airline Drive Houston, TX 77076
Northside	5215 Jensen Drive Houston, TX 77026
Northwest	14741 Yorktown Plaza Drive Houston, TX 77040
Southeast	353 Crenshaw Road Houston, TX 77034
Southside	5515 South Loop E. Houston, TX 77033
Southwest	4411 Anderson Road Houston, TX 77053
West	10535 Harwin Houston, TX 77036
White Oak	5620 West Tidwell Houston, TX 77091
Hobby	8787 Tallyho Road Houston, TX 77061

Project 1: Spanish Anthologies

6 round / per school year, All copies are hand delivered to Campuses. Average copy per round; b/w – 160,000, Color (for the covers) – around 2000 pcs Saddle staple booklet and around 1500 pcs Plasticoil bound book per round.

Option 1 - Saddle staple booklet.
Limit 64-pages including covers.**
Cover, color print - print on 11x17 minimum 80lb white photocard with no bleeds or 12x18 and trim for bleeds (usually 11x17 no bleeds) Cover is 1-sided (or 2-sided, depending on # of total

pages and content of 2nd page, please check pricing sheet for details). Inside sheets 2-sided black print on 1 to 16 sheets 11x17 20lb (92 brightness or better), gather, fold, staple, facetrim and deliver campuses

** maximum size of a "well-functioning" booklet.

Option 2 - Plasticoil bound book
8.5 x 11. Page count unlimited - usually averages 90-130 pages (45-65 2-sided sheets). Color print cover on 8.5 x 11 minimum 80lb photocard with no bleeds (or can be 2-up 12x18 for bleeds). Cover is 1-sided or 2-sided, depending on # of total pages and content of 2nd page, please check pricing sheet for details. Inside sheets 2-sided black print on 8.5 x 11 20lb white paper (92 brightness or better). Collate covers and coil bind with matching blank back cover.

"Sample" Delivery Per round (2019 – 2020 Round 1 – not part of the RFP)

Campus	Spanish 1	Spanish 2	Spanish 3
Brays Oaks	66	65	80
East End	84	70	160
Eisenhower	50	70	0
Fifth Ward	59	60	116
Gulfton	0	74	0
North Central	50	50	60
North Forest	45	85	105
Northbrook HS	30	60	25
Northside	58	57	82
Southeast	65	90	90
Southside	185	0	80
Southwest	0	20	125
West	21	43	44
White Oak	45	35	80
Total	**758**	**779**	**1047**

Delivery Schedule: Spanish Anthologies
Proposers have 2 weeks to complete and deliver products to campuses. Review and proofing period included.

Round	Delivery Date	Location	School Year
2	9/16-20/2019	Deliver to Each campus	19-20
3	11/8/2019	All to West Campus	19-20
4	12/21/2019	All to West Campus	19-20
5	2/10-14/2020	Deliver to Each Campus	19-20
6	March 30 - April 3/2020	Deliver to Each Campus	19-20
1	8/3/2020	All to West Campus	20-21

PRICING SHEET

Project 1: Spanish Anthologies
Regular, Modified and Teacher Guides for 3 level per round
Sample Project attached (option 2)
6 round / per school year, All copies are hand delivered to Campuses. Average copy per round; b/w – 160,000, Color (for the covers) – around 1300 pcs Saddle staple booklet and/or around 1300 pcs Plastic coil bound book per round.

OPTION 1 - SADDLE STAPLE BOOKLET (7,800 pcs) For booklets up to 64-pages (16 sheets of 11x17 including cover. Cover, color print - print on 11x17 minimum 80lb white **cardstock with no bleeds or 12x18 and trim for bleeds (usually 11x17 no bleeds) Cover is 1-sided, however first page of the inside sheets can be printed on the back of the front cover for economical print (depending on # of total pages and content of 2nd page).** Inside sheets, 2-sided black print on 1 to 16 sheets 11x17 20lb (92 brightness or better), gather, fold, staple, face trim and deliver campuses. ** maximum size of a "well-functioning" booklet.

- **Cover price per 1-sided color print on 11x17 (80lb) (7,800 PCS):** $_____ / each

 1 sided color print on 11x17 card-stock with no bleeds or 12x18 and trim for bleeds. Cover is 1-sided, however the first page of the inside sheets can be printed on the back of the front cover for economical print to cut cost / reduce paper count (depending on # of total pages and content of 2nd page).

- Inside sheets 2-sided B/W:$_____ / each (480,000 copies Avg./year) print on 1 to 16 sheets 11x17 20lb (92 brightness or better)

Review/ Proofing / Set up **$_____ / Per file each** or ☐ **Included (*up to 10 file/round*)**
Additional Charges (If any):
Fold, staple, face trim, other **$_____ / each** or ☐ **Included**
Delivery: **$_____ / Per campus** or ☐ **Included** **Comment*:_____**

OPTION 2 - PLASTICOIL BOUND BOOK (7,800 PCS) (Page count unlimited - usually averages 90-130 pages (45-65 2-sided sheets)

- **Cover. 1-sided color print on 80lb cardstock (7,800 PCS): $_____ / each**
1-sided color print on 8.5 x 11minimum 80lb card-stock with no bleeds (or can be 2-up 12x18 for bleeds). Cover is 1-sided, however the first page of the inside sheets can be printed on the back of the front cover for economical print to cut cost / reduce paper count.

- **Inside sheets 2-sided B/W: $_____ / each (480,000 copies Avg./year)**
Inside sheets 2-sided black print on 8.5 x 11 20lb white paper (92 brightness or better)

Coil Bind Per Book: **$_____/ each**

Additional Charges (If any):

Proofing / File Set up **$_____ / each** or ☐ **Included (up to 10 file/round)**

Collate covers, fold, staple, face trim **$_____ / each** or ☐ **Included**

Delivery: **$_____ / Per campus** or ☐ **Included** **Comment*:_____**

Project 2: Common Assessment Tests
Sample Project attached (Math AQR)

- **Cover - 1-sided B/W print on color paper 20lbs: $_____/each (120,000 copies Avg./year)**

1-sided print on 8.5 x 11. b/w print cover on one color paper 20lbs, different colors preferred per course/title. Yellow, Green, Red, Blue, orange etc. Cover is 1-sided, however the first page of the inside sheets can be printed on the back of the front cover for economical print to cut cost / reduce paper count.

- **Inside sheets 2-sided B/W: $_____/ each (1,400,000 copies Avg./year)** Inside sheets 2-sided black print on 8.5 x 11 20lb white paper (92 brightness or better)

Corner Staple/stitch per packet: **$_____ / each** or ☐ **Included**

Proofing / File Set up **$_____/ each** or ☐ **Included (around 30 files per round)**

Collate covers, fold, staple, face trim **$_____/ each** or ☐ **Included**

Delivery: **$_____/ Per campus or** ☐ **Included**
(Preferred method of delivery: Hand delivery to the designated room in the campuses. Alternative delivery methods are acceptable. Please write security policy and procedures in the comment section below*)

PACKAGING REQUIREMENTS: Both Projects are required to be packed in individual corrugated boxes with "Security Seal Tape". Different titles can be combined in one box if needed. The label on boxes must be clear and visible. The carrier will obtain the recipient's signature. If a security seal is broken or damaged during transit vendor is required to reproduce and deliver the related products in 4 Business days.

Each sealed box must have a label on the outside of the box/container with the following information:
- **Project Title/Titles Name included in box.**
- **Quantity of booklets per title included in box.**
- **Delivery Location**

If the products that are damaged, incorrect, unacceptable quality or not meeting the given specifications they will be returned to vendor at no cost to YES Prep.

*** Proposer's Comments / Special Conditions:**

_____
_____
_____
_____
_____
_____
_____
_____

Delivery Schedule: Common Assessment Tests

Tentative			
Course	**Proofs Provided to Copy Company**	**Copies Delivered to Campus**	**Assessment Type**
** ALL Core Courses** ELA: ELA 6, Reading 7, Writing 7, ELA 8, Eng I, Eng II, IRC, AP Lit, AP Lang Math: Course 1 (6), Course 2 (7), Course 3 (8), Alg I, Geometry, Geometry AB, Alg II, Pre-Cal, AQR, AP Calc AB & BC, AP Stats Science: Sci 6, Sci 7, Sci 8, Bio, Chem, Physics, ES, AP Bio, AP Phys 1, APES (AP Phys C, AP Psych, AP Chem) Social Studies: SS 6, SS 7, SS 8, World Geo, World Hist, US Hist, Economics, AP WH, AP USH, AP Gov World Languages: Span I, Span II, Span III, French I, French II, Chinese I, Chinese II, AP Span Lang, AP Span Lit, AP Chinese Lang	Oct 4	by Oct 28	Round 1: Common Assessment
STAAR & Core Courses ELA: ELA 6, Reading 7, Writing 7, ELA 8, Eng I, Eng II, IRC Math: Course 1 (6), Course 2 (7), Course 3 (8), Alg I, Geometry, Alg II, Pre-Cal, AQR Science: Sci 6, Sci 7, Sci 8, Bio, Chem, Physics, ES Social Studies: SS 6, SS 7, SS 8, World Geo, World Hist, US Hist, Government World Languages: Span I, Span II, Span III, French I, French II, Chinese I, Chinese II	Jan 10	by Feb 14	Round 2: Common Assessment
AP Core Courses ELA: AP Lit, AP Lang Math: AP Calc AB & BC, AP Stats Science: AP Bio, AP Phys 1, APES (AP Phys C, AP Psych, AP Chem) Social Studies: AP WH, AP HUG, AP USH, AP Gov World Lang: AP Span Lang, AP Span Lit, AP Chinese Lang	Feb 21	by Mar 20	AP Benchmarks
Non-STAAR & Non-AP Core Courses <u>Math</u>: Geometry, AQR, Pre-Cal <u>Science</u>: Sci 6, Sci 7, Chem, Physics, Environ. Systems <u>Social Studies</u>: SS 6, SS 7, World Geo, World Hist, Gov <u>World Lang</u>: Span I, Span II, Span III, French I, French II, Chinese I, Chinese II	Apr 3	by Apr 24	Culminating Project

Content	Assessment Name	Booklet 1	Pages	Booklet 2	Pages	Additional	Pages	SW	BO	EE	EHS	GU	HF	NBMS	NBHS	NC	NF	NL	NS	NW	SE	SS	SW	W	WO	Booklet A	Booklet B
English	English Language Arts 6	A	10	B	9			160	162	160	0	166	146	147	0	149	157	155	159	150	149	159	144	133	155	24510	22059
English	English Language Arts 7	A	9	B	7	Answer Book	2	161	163	152	0	167	133	136	0	153	144	153	158	0	164	148	146	128	152	20340	15820
English	English Language Arts 8	A	14	B	6			153	162	145	0	168	138	132	0	152	155	0	149	0	150	203	153	130	149	29946	12834
English	English I	A	10	B	8			139	153	136	144	165	0	0	214	149	150	0	142	0	148	137	148	122	153	21000	16800
English	English II	A	9	B	8			124	131	131	108	156	0	0	224	136	140	0	139	0	145	0	144	96	86	15840	14080
English	IntroRhetComp	A	11	B	7			73	72	73	75	75	0	0	167	59	75	0	107	0	52	0	67	51	106	11572	7364
English	AP English Literature	A	9	B	6			43	37	79	60	68	0	0	34	70	31	0	31	0	90	0	70	87	0	6021	4014
English	AP English Language	A	14	B	7			108	114	87	0	154	0	0	145	130	100	0	105	0	133	0	134	75	0	17990	8995
Math	Math 6	A	10	B	7	Reference	4	160	162	160	0	166	146	147	0	149	157	155	159	150	149	144	144	133	155	24400	17080
Math	Math 7	A	8	B	8	Reference	4	161	163	152	0	167	134	136	0	153	144	153	158	0	164	147	146	128	152	18088	18088
Math	Math 8	A	9	B	11	Reference	2	152	162	147	0	168	138	132	0	152	153	0	149	0	150	197	148	130	149	19161	23419
Math	AlgebraI	A	7	B	11	Reference	2	139	152	137	140	167	0	0	168	148	148	0	144	0	148	137	148	118	153	14343	22539
Math	Geometry	A	14	B	12	Reference	2	125	127	114	108	155	0	0	212	137	153	0	137	0	146	0	144	96	90	24444	20952
Math	AlgebraII	A	11	B	8	Reference	2	92	102	87	131	148	0	0	221	117	119	0	131	0	140	0	151	80	112	17963	13064
Math	PreCalculus	A	12	B	9			74	65	100	43	77	0	0	100	93	46	0	44	0	87	0	87	83	28	11124	8343
Math	AQR	A	10	B	10	Reference	2	39	18	41	0	76	0	0	66	53	75	0	63	0	43	0	73	31	0	5800	5800
Math	CalcAB	A	9	B	9			35	39	59	0	52	0	0	17	32	25	0	29	0	65	0	43	47	0	3987	3987
Math	CalcBC	A	12	B	9			4	0	16	0	0	0	0	3	7	0	0	0	0	61	0	0	14	0	528	396
Math	Statistics	A	18	B	5	Reference	7	35	38	0	0	0	0	0	44	62	0	0	0	0	27	0	25	0	0	3348	930
Science	Science6	A	16	B	12			160	162	160	0	166	146	147	0	149	157	155	159	150	149	159	144	133	155	29412	29216
Science	Science7	A	15	B	10			161	163	152	0	167	134	136	0	153	144	153	158	0	164	147	146	128	152	22580	33870
Science	Science8	A	18	B	10			152	162	146	0	168	138	132	0	152	153	0	149	0	150	202	148	130	149	21310	38358
Science	Biology	A	14	B	11			139	153	137	146	163	0	0	211	147	150	0	140	0	149	137	148	119	158	23067	29358
Science	Chemistry	A	16	B	14			124	130	133	108	162	0	0	231	138	141	0	145	0	150	0	145	97	94	25172	28768
Science	Physics	A	14	B	10			111	91	111	130	174	0	0	199	120	111	0	107	0	114	0	112	104	107	15910	22274
Science	APBio	A	22	B	10			21	0	0	0	0	0	0	15	0	19	0	28	0	0	0	0	0	0	1826	830
Science	Environmental Systems	A	13	B	11			74	87	44	0	49	0	0	102	72	87	0	91	0	88	0	84	77	0	11115	9405
Science	APES	A	17	B	6			0	32	76	0	72	0	0	37	62	0	0	0	0	61	0	46	18	0	6868	2424
Science	APPsych	A	15	B	8			0	53	0	0	0	0	0	34	55	0	0	0	0	27	0	25	0	0	2535	1352
Science	APPhysics1	A	16	B	8			0	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	784	392
Social Studies	SS6	A	13	B	5			160	162	160	0	166	147	147	26	149	157	155	159	150	149	159	144	133	155	31876	12260
Social Studies	SS7	A	15	B	5			161	163	152	0	167	133	136	54	153	144	153	158	0	164	147	146	128	152	33855	11285
Social Studies	SS8	A	14	B	5			152	162	147	0	168	138	133	0	152	153	0	149	0	150	202	148	130	148	38358	10640
Social Studies	WG	A	10	B	10			139	155	140	143	135	0	0	161	151	148	0	137	0	87	137	148	119	155	29792	19550
Social Studies	WH	A	11	B	8			102	103	85	107	99	0	0	149	136	140	0	147	0	107	0	79	97	96	15917	11576
Social Studies	AP World History	A	26	B	7			30	30	52	0	59	0	0	80	72	101	0	108	0	47	0	70	0	0	9568	2576
Social Studies	U.S. History	A	15	B	10			97	82	80	76	109	0	0	150	72	101	0	0	0	72	0	78	101	65	17865	11910
Social Studies	AP U.S. History	A	17	B	7			19	21	34	59	35	0	0	51	53	0	0	0	0	72	0	58	0	46	7616	3136
Social Studies	Economics	A	16	B	10			107	115	119	0	154	0	0	146	130	100	0	105	0	134	0	130	105	0	21520	13450
Social Studies	AP Government	A	14	B	9			30	0	0	0	0	0	0	0	24	20	0	19	0	50	0	0	24	0	2338	1503
World Languages	Spanish I	A	9	B	4			54	38	38	54	57	0	0	26	49	61	0	56	0	63	0	33	43	39	4860	2160
World Languages	Spanish II	A	10	B	4			51	37	49	68	49	0	0	54	71	56	0	38	0	42	0	12	32	24	5340	2136
World Languages	Spanish III Native & Non Native	A	10	B	5			122	81	70	0	0	0	0	21	97	103	0	78	0	59	0	68	49	100	8480	4240
World Languages	Spanish III Native	A	13	B	4			103	81	64	0	0	0	0	15	95	103	0	56	0	55	0	68	47	93	10140	3120
World Languages	Spanish III NON Native	A	9	B	4			19	0	6	0	0	0	0	2	2	0	0	22	0	4	0	0	2	7	576	256
World Languages	AP Spanish Literature	A	12	B	4			0	30	22	0	0	0	0	0	0	38	0	0	0	39	0	0	0	0	1548	516
World Languages	AP Spanish Language	A	16	B	6	C	2	102	67	83	0	48	0	0	36	52	108	0	58	0	40	0	140	62	62	13760	5160
World Languages	French I	A	9	B	3			68	66	0	0	0	0	0	0	0	0	0	0	0	0	0	33	0	0	1503	501
World Languages	French II	A	9	B	4			15	33	0	0	0	0	0	0	0	0	0	73	0	0	0	37	0	0	765	340
World Languages	Chinese I	A	4	B	2			0	0	0	0	0	0	0	0	0	0	0	54	0	0	0	0	0	0	292	146
World Languages	Chinese II	A	5	B	4			0	0	0	0	0	0	0	0	0	0	0	11	0	0	0	0	0	0	270	216
World Languages	AP Chinese	A	7	B	3			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	77	33

REQUIRED SUBMITTALS
-CHECK LIST-

1. **ORININAL RFP -** All submittals must be included in the RFP package returned on June 12, 2019 by 2:00 PM. It is recommended that each submittal be typed on a separate sheet of paper with the heading "<u>Response to YESP2019-01 - Copy/Print and Delivery Services</u>" at the top and the name of the Vendor underneath.

2. **REQUIRED SAMPLES**
   a. Two copies of Proposed Spanish Anthologies- Plastic coil bound book
   b. Two copies of Common Assessment Test – Corner stapled / Stitched. Including YP_1819_AQR A,B and Reference. <u>The Sample Reference Sheet will be printed on 1 page 2 -sided</u>
3. **WORKERS' COMPENSATION CERTIFICATE (Attachment A)**
4. **INSURANCE COVERAGE REQUIREMENTS (Attachment B)**
5. **REFERENCES**
6. **FELONY CONVICTION NOTICE**
7. **CERTIFICATE OF RESIDENCY**
8. **CONFLICT OF INTEREST QUESTIONNAIRE**
9. **DEBARMENT OR SUSPENSION CERTIFICATION FORM**
10. **NON-COLLUSION STATEMENT**
11. **W9**

FAQs

What is the Estimated # of Corner Stitched Booklet per Round?
- 120,000 pcs of booklets, Check Pg. 15 for Round 1 of SY 18-19 for reference

What is the page count per booklet?
- 10-page avg., Check Pg. 15 for Round 1 of SY 18-19 for reference

How many different booklets per Round?
- 88 different booklets in total including Booklet A and B's, No special cover per campuses.

What is the time line and delivery requirement?
- 3 or 4 weeks after the digital review and proof. Check Pg. 14 "Delivery Schedule: Common Assessment Tests". Required: Hand delivery to the Lock/secure room in the campuses

Are samples required?
- Yes. Proposers are required to provide 2 set of Sample Copies of Spanish Anthologies and Common Assessment Test. Digital copies of the subject samples are enclosed.

WORKERS' COMPENSATION CERTIFICATE
(Attachment A)

YES requires Vendor to provide workers' compensation as per state law requirements. The Vendor shall sign and submit the following certificate with the written proposal:

- Minimum Workers' Compensation and Employer's Liability Limits

    o Each Accident $1,000,000

    o Disease – Each Employee $1,000,000

    o Disease – Policy Limit $1,000,000

_____
Vendor Name

_____
Signature of Authorized Agent

_____
Date Signed

Note: Vendor may attach current certificate of coverage with a signed statement that if awarded the contract, they will obtain said aforementioned coverage if the current coverage does not meet the stated minimum requirements.

INSURANCE COVERAGE REQUIREMENTS
(Attachment B)

General and Excess Liability Minimum Coverages

- General Liability: $1,000,000

- Umbrella Liability: $1,000,000

_____
Vendor Name

_____
Signature of Authorized Agent

_____
Date Signed

YES will be named as Additional Insured on the Certificate of Insurance if the Vendor is awarded a contract.

SCORING RUBRIC
(ATTACHMENT C)

YES will utilize the following RFP Evaluation Rubric for evaluation of YES Prep RFP for Copy/Print and Delivery Services for Nineteen school locations:

1. **Charges/Cost to YES PREP: 30 Points.**
   a. Favorable = 30 Points. Unfavorable = 0 points.
   b. Evaluate the Overall Value of proposed materials and services to be provided.

2. **Proposed Service and Quality: Sample Booklets: 15 Points.**
   a. Favorable = 15 Points. Unfavorable = 0 points.
   b. Proposal defines final product and scope in enough detail that YES can confidently determine that the proposed product will be met.

3. **Design and Technical Execution: 10 Points.**
   a. Favorable = 10 Points. Unfavorable = 0 points.
   b. Proposal includes information about the Vendor's ability to provide an efficient and cost-effective solution. Please include resources available to achieve the project and any concepts or innovations in design that have proven effective in the past that would be applicable to this model.

4. **Project Understanding and Methodology: 15 Points.**
   a. Favorable = 15 Points. Unfavorable = 0 points.
   b. Proposal addresses the project in terms of the scope of work and substantive issues essential to proper service and care of YES facilities. Proposal includes a detailed description of services to be provided and any constraints as to procedure, time, personnel, or equipment that needs to be communicated to YES for use during contract negotiations.

5. **Proposer's size and structure: 10 Points.**
   a. Favorable = 10 Points. Unfavorable = 0 points.

6. **Proposer's past relationship with YES Prep or other public schools: 20 Points.**
   a. Favorable = 10 Points. Unfavorable = 0 points.

END OF YES RFP PACKAGE

REFERENCE INFORMATION SHEET

Completing of this form is mandatory. Please submit the form with RFP. Submitter must identify and describe a minimum of three (3) referencestly relevant experience per School Copy&Print Project with references provided w/ full contact information including phone and email address.   Proposers with less experience than three (3) references are still encouraged to submit, but will be scored accordingly.

1.   School System _____

Contact Name _____

Address _____

Telephone number _____

Fax number _____

2.   School System _____

Contact Name _____

Address _____

Telephone number _____

Fax number _____

3.   School System _____

Contact Name _____

Address _____

Telephone number _____

Fax number _____

4.   School System _____

Contact Name _____

Address _____

Telephone number _____

Fax number _____

5.   School System _____

Contact Name _____

Address _____

Telephone number _____

Fax number _____

FELONY CONVICTION NOTICE

State of Texas Legislative Senate Bill No. 1, Section 44.034, Notification of Criminal History, *Subsection (a), states, "a person or business entity that enter into a contract with a school district must give advance notice to the District if the person or owner or operator of the business entity has been convicted of a felony." The notice must include a general description of the conduct resulting in the conviction of a felony.*

Subsection (b) states "a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract".

THIS NOTICE IS NOT REQUIRED OF A PUBLICLY-HELD CORPORATION.

I, the undersigned agent for the firm named below, certify that the information concerning notification of felony convictions has been reviewed by me and the following information furnished is true to the best of my knowledge.

Proposer's Name:
 _____
(Legal/Official Company Name)

Proposer's Authorized Official's Name _____
(Please print clearly or type)

A. My firm is a publicly-held corporation; therefore, this reporting requirement is not applicable:

Signature of Proposer's Official: _____ **Date:** _____

B. My firm is not owned or operated by anyone who has been convicted of a felony.

Signature of Proposer's Official: _____ **Date:** _____

C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony:

Name of Felon(s): _____

Detail of Conviction(s): _____

Signature of Proposer's Official: _____ **Date:** _____

NOTE:

Name and signature of company official should be the same as on the affidavit

Vendor is responsible for the performance of the persons, employees and/or sub-contractors assigned to provide services for YES Prep pursuant to this Bid/Proposal on any and all YES Prep campuses. Vendor will not assign individuals to provide services at YES Prep campus or facility who have a history of violent, unacceptable, or grossly negligent behavior or who have a felony conviction.

CERTIFICATE OF RESIDENCY

The State of Texas has passed a law concerning non-resident contractors. This law can be found in Texas Government Code under Chapter 2252, Subchapter A.L. This law makes it necessary for the YES Prep to determine the residency of its bidders. In part, this law reads as follows:

"Section: 2252.001
(3)   'Non-resident bidder' refers to a person who is not a resident.

(4)   'Resident bidder' refers to a person whose principal place of business is in this state, including a contractor whose ultimate parent company or majority owner has its principal place of business in this state.

Section: 2252.002
        A governmental entity may not award a governmental contract to a nonresident bidder unless the nonresident underbids the lowest proposal submitted by a responsible resident bidder by an amount that is not less than the amount by which a resident bidder would be required to underbid the nonresident bidder to obtain a comparable contract in the state in which the nonresident's principal place of business is located."

I certify that _____
                        (Proposer's Legal/Official Company Name)

is, under Section: 2252.001 (3) and (4), a

_____ Resident Bidder   _____ Non-resident Bidder

My or Our principal place of business under Section: 2252.001 (3) and (4), is in the city of

_____ in the state of _____

If not Texas, does the state have preferential treatment on bids? ☐ Yes   ☐ No

If yes, what percentage: _____%

Name of Proposer's Authorized Official: _____
                                                        (Type or printed)

Title of Proposer's Authorized Official: _____
                                                        (Type or printed)

Signature of Proposer's Authorized Official: _____

                Date Signed: _____

CONFLICT OF INTEREST QUESTIONNAIRE

CONFLICT OF INTEREST QUESTIONNAIRE
For vendor doing business with local governmental entity

FORM CIQ

	OFFICE USE ONLY

This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.

	Date Received

This questionnaire is being filed in accordance with Chapter 176, Local Government Code, by a vendor who has a business relationship as defined by Section 176.001(1-a) with a local governmental entity and the vendor meets requirements under Section 176.006(a).

By law this questionnaire must be filed with the records administrator of the local governmental entity not later than the 7th business day after the date the vendor becomes aware of facts that require the statement to be filed. *See* Section 176.006(a-1), Local Government Code.

A vendor commits an offense if the vendor knowingly violates Section 176.006, Local Government Code. An offense under this section is a misdemeanor.

1   Name of vendor who has a business relationship with local governmental entity.

2 ☐ **Check this box if you are filing an update to a previously filed questionnaire.** (The law requires that you file an updated completed questionnaire with the appropriate filing authority not later than the 7th business day after the date on which you became aware that the originally filed questionnaire was incomplete or inaccurate.)

3   Name of local government officer about whom the information is being disclosed.

_____
Name of Officer

4   Describe each employment or other business relationship with the local government officer, or a family member of the officer, as described by Section 176.003(a)(2)(A). Also describe any family relationship with the local government officer. Complete subparts A and B for each employment or business relationship described. Attach additional pages to this Form CIQ as necessary.

     A.   Is the local government officer or a family member of the officer receiving or likely to receive taxable income, other than investment income, from the vendor?

       ☐ Yes   ☐ No

     B.   Is the vendor receiving or likely to receive taxable income, other than investment income, from or at the direction of the local government officer or a family member of the officer AND the taxable income is not received from the local governmental entity?

       ☐ Yes   ☐ No

5   Describe each employment or business relationship that the vendor named in Section 1 maintains with a corporation or other business entity with respect to which the local government officer serves as an officer or director, or holds an ownership interest of one percent or more.

6 ☐ Check this box if the vendor has given the local government officer or a family member of the officer one or more gifts as described in Section 176.003(a)(2)(B), excluding gifts described in Section 176.003(a-1).

7

_____
Signature of vendor doing business with the governmental entity   _____ Date

Form provided by Texas Ethics Commission   www.ethics.state.tx.us   Revised 11/30/2015

NOTE: THIS FORM MUST BE COMPLETED WITH COMPANY NAME, SIGNATURE AND DATE EVEN IF COMPANY HAS NO CONFLICT OF INTEREST.

DEBARMENT OR SUSPENSION CERTIFICATION FORM

FEDERAL FUNDS

As the awarded vendor on this contract, you are required to provide debarment/suspension certification indicating that you are in compliance with the below Federal Executive Order. Certification by completing and signing this form.

<u>Debarment:</u>
Federal Executive Order (E.O.) 12549 "Debarment and Suspension" requires that all contractors receiving individual awards, using federal funds, and all sub-recipients certify that the organization and its principals are not debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any Federal department or agency from doing business with the Federal Government.

Your signature certifies that neither you nor your principal is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Proposer's Name: _____
(Legal/Official Company Name)

Address: _____

City/State/Zip: _____

Telephone: _____

Name of Proposer's Authorized Official: _____
(Type or printed)

Title of Proposer's Authorized Official: _____
(Type or printed)

Signature of Proposer's Authorized Official: _____

Date Signed: _____

DEBARMENT OR SUSPENSION CERTIFICATION FORM

NON - FEDERAL FUNDS

As the awarded vendor on this contract, you are required to provide debarment/suspension certification indicating that you are in compliance with the below YES Prep – Non Federal Funds Certification by completing and signing this form.

Non-Federal entities are prohibited from contracting with or making sub-awards under covered transaction to parties that are suspended or debarred or whose principals are suspended or debarred. Covered transactions include procurement of goods or services, Vendors receiving awards of contracts all sub-recipients must certify that the organizations and its principals are not suspended or debarred. Your signature certifies that neither you nor your principal is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Proposer's Name: _____
(Legal/Official Company Name)

Address: _____

City/State/Zip: _____

Telephone #: _____

Name of Proposer's Authorized Official: _____
(Type or printed)

Title of Proposer's Authorized Official: _____
(Type or printed)

Signature of Proposer's Authorized Official: _____

Date Signed: _____

NON-COLLUSION STATEMENT

"The undersigned affirms that he/she is duly authorized to execute this Proposal, that this company, corporation, firm, partnership or individual has not prepared this Proposal in collusion with any other Proposer, and that the contents of this Proposal as to prices, terms or conditions of said Proposal have not been communicated by the undersigned nor by any employee or agent to any other person engaged in this type of business prior to the official opening of this Proposal"

Proposer's Name: _____
(Legal/Official Company Name)

Address: _____

City/State/Zip: _____

Telephone # : _____ Fax # : _____

Name of Proposer's Authorized Official: _____
(Type or printed)

Title of Proposer's Authorized Official: _____
(Type or printed)

Signature of Proposer's Authorized Official: _____

Date Signed: _____

Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer
Identification Number and Certification

▶ Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give Form to the requester. Do not send to the IRS.

Print or type.
See **Specific Instructions** on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC   ☐ C Corporation   ☐ S Corporation   ☐ Partnership   ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

Requester's name and address (optional)

6 City, state, and ZIP code

7 List account number(s) here (optional)

Part I   Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN,* later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

☐☐☐ – ☐☐ – ☐☐☐☐

or

Employer identification number

☐☐ – ☐☐☐☐☐☐☐

Part II   Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and

2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and

3. I am a U.S. citizen or other U.S. person (defined below); and

4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here

Signature of U.S. person ▶   Date ▶

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

• Form 1099-INT (interest earned or paid)

• Form 1099-DIV (dividends, including those from stocks or mutual funds)

• Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)

• Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)

• Form 1099-S (proceeds from real estate transactions)

• Form 1099-K (merchant card and third party network transactions)

• Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)

• Form 1099-C (canceled debt)

• Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

Cat. No. 10231X   Form **W-9** (Rev. 10-2018)

REQUIRED

SAMPLE

SPANISH

ANTHOLOGY

Spanish I Anthology

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¿Quién soy yo?

YES PREP PUBLIC SCHOOLS

Objetivos:
- EP aplicar el vocabulario de saludos, despedidas, e introducciones.
- EP recitar el abecedario.
- EP identificar los pronombres personales.

I Can:
- ☐ say hello and goodbye.
- ☐ copy the letters of the alphabet.
- ☐ recognize the sound of a few letters when spoken.

El Abecedario

a — ah b — beh c — seh ch — cheh d — deh e — eh f — ef-eh g — heh

h — ach-eh i — ee j — hota k — kah l — el-eh ll — eh-jeh m — em-eh n — en-eh

ñ — en-yeh o — oh p — peh q — cuh r — er-e rr — e-rre s — es-eh t — teh

u — uuh v — veh w — dob-leh-uuh x — eh-kis y — ee-gri-eh-gah z — se-ta

Instrucciones: Answer the questions below about the alphabet.

1. Which letters are unique to the Spanish alphabet?

3. Which 2 letters are pronounced same?

2. Which letters are the vowels?

4. Which OTHER 2 letters are pronounced the same?

5. Spell your name below:

2

Actividades con Abecedario

Parte 1: Escuchemos

Instrucciones: You will hear several words read to you in Spanish. Look at the list of Spanish words below and choose the one that you hear. Each will be read twice.

copa 🏆	paso 👞	lápiz ✏️	gota 💧	hierro 🔩
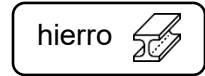
1.	4.
2.	5.
3.	

Parte 2: Hablemos

Instrucciones: Listen as your teacher spells out different words; write down the letters as you hear them.

1.	4.
2.	5.
3.	

Los Pronombres Personales

Singular		Plural	
I	You (Informal)	We	You All (Spain)
He	She	You (Formal)	They (men)	They (women)	You All (Latin America)

Práctica Guiada

Instrucciones: Match the English pronouns with the Spanish pronouns.

1. I _____

2. You (informal) _____

3. We _____

4. You (formal) _____

5. She _____

6. He _____

7. Frida and Naomi _____

8. Frank and Ned _____

9. Sandra and you (Latin America) _____

10. Carlos and you (Spain) _____

a. Ellos
b. Nosotros
c. Ella
d. Yo
e. Ellas
f. Usted
g. Tú
h. Vosotros
i. Él
j. Ustedes

Instrucciones: Match the Spanish subjects with the correct Spanish pronouns.

11. Isabela y Fernando _____

12. Tú y Juanita _____

13. Amelia y Minerva _____

14. Carlos y yo (m) _____

14. Mamá _____

15. Cecilia y yo (f) _____

a. Ustedes
b. Nosotras
c. Ellos
d. Nosotros
e. Ellas
f. Ella

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Práctica Independiente

Instrucciones: In each blank space provided, write the appropriate Spanish personal pronoun that represents the bolded subject. Use contextual clues to help you!

16. **Juliana y yo** tomamos helados. _____

17. **Mi amigo** estudia música en la escuela. _____

18. Los domingos, **la señora López** va al cine. _____

19. **Señor Rodriguez**, ¿es peruano o chileno? _____ (*This is a question!*)

20. **Los estudiantes** practican español. _____

Primeramente

Parte A - Instrucciones: Write the Spanish personal pronouns in the boxes below.

Singular			Plural		
I	You (Informal)		We	You All (Spain)	
He	She	You (Formal)	They (men)	They (women)	You All (Latin America)
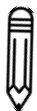
Parte B - Instrucciones: Write the letters of the alphabet that you would NOT find in the English alphabet.

1.	2.	3.	4.

Parte C - Instrucciones: Write the Spanish pronoun for the following English subjects.

They (men & women)		The students	
Mr. Osorio		(Talking to) School Director	
Mr. and Mrs. Romero		You	
Pablo and I		I	

5

Vocabulario: Saludos y Despedidas

Instrucciones: Complete the table below with the missing English words from the word bank.

¡Hola!

¡Adiós!

¡Hasta pronto!
¡Hasta luego!

el hombre

la mujer

el bebé

¿Cómo estás?

el niño

la niña

The little girl   The man   Hello!   See you later!   How are you?
The little boy   The woman   See you soon!   Goodbye   The baby

¡Hola!		El hombre	
¡Adiós!		La mujer	
¡Hasta pronto!		El bebé	
¡Hasta luego!		El niño	
¿Cómo estás?		La niña	

Estoy bien	Estoy mal	Español	Español	Español
Inglés	Inglés	Inglés	Inglés	Inglés

Exchanging Names

In Spanish, asking for someone's name is easy! Read the dialogue aloud with your teacher and classmates.

Maestro: Hola. ¿Cómo estás?

Tú: Hola Maestro. Estoy bien, gracias.

Maestro: ¿Cómo te llamas?

Tú: Me llamo __[give your name]__.

Maestro: Mucho gusto.

Tú: Igualmente.
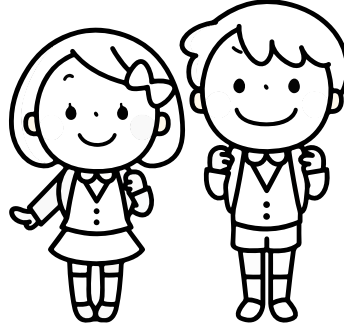
1. Write "My name is ___" in Spanish below:

2. Write "What's your name?" in Spanish below:

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3. Match the vocabulary with the appropriate English translations.

a. Me llamo ____

b. Igualmente. ___

c. ¿Cómo te llamas? ____

d. Mucho gusto. ____

e. Estoy bien, gracias. ____

1. I'm good, thanks.

2. My name is _____.

3. Nice to meet you.

4. What's your name?

5. Likewise

Sometimes, we have to ask for someone else's name. Here is the structure for that.

¿Cómo se llama él?

¿Cómo se llama ella?

¿Cómo se llaman ellos?

Práctica Guiada / Tarea

Actividad 1- Instrucciones: From the word bank, choose the appropriate greetings and goodbyes for the following dialogue.

¿Cómo se llama?	Adiós	Se llama	Estoy bien

¿Cómo estás?	Hasta luego	Hola

Cristobal: ¡_____, Isabela! ¿ _____?

Isabela: Hola, Cristóbal. _____ (☺).

Cristobal: Fantástico. Tengo una pregunta, ¿_____ tu amiga?

Isabela: Oh, ella _____ Cristina.

Cristobal: Bueno. Me voy. ¡_____, Isabela!

Isabela: _____ Cristóbal.

Actividad 2 - Instrucciones: *Write your own dialogue in Spanish between two friends on the lines below.*

Espertaco: _____

Enelda: _____

Espertaco: _____

Enelda: _____

Actividad 3 - Instrucciones: Fill in the dialogue bubbles below for the man and woman. Be creative!

Objetivos:
- EP utilizar y pronunciar las preguntas frecuentes del salón.
- EP utilizar un diccionario en una manera efectiva e apropiada.

I Can:
- ☐ respond to who, what, when, where, and why questions.
- ☐ respond to yes/no questions.
- ☐ tell someone my name.

Primeramente

Instrucciones: In Spanish, write an appropriate response to each question or statement (in a complete sentence).

1. ¿Cómo te llamas?

2. ¿Cómo estás?

3. ¡Adiós!

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4. ¿Cómo se llama la maestra?

5. ¡Hola!

Instrucciones: Write a greeting for each time of day below.

9

Preguntas esenciales para el salón

These are the "bread and butter" questions for the entire first 2 years of Spanish class. It's super important to learn them NOW!

Instrucciones: Write the English translation for each interrogative word and common questions/phrases.

¿Quién?	¿Qué?	¿Cómo?	¿Dónde?	¿Por qué?

¿Cuál?   ¿Cuáles?

¿Cómo se dice…?

¿Qué significa…?

¿Puedo ir al baño?

¿Puedo tomar agua?

Tengo una pregunta.

No comprendo.
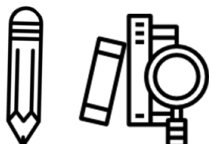
Escribe… / Mira …

Repita por favor.

El Diccionario Bilingüe

Effectively and efficiently using a bilingual dictionary is extremely important for a second language classroom. Read the information below to become more familiar with the Spanish to English dictionary.

① **Español** | ② **Resumen del Español** | ③ **Inglés** | ④ **Resumen del Inglés**

A➔Z   A➔Z
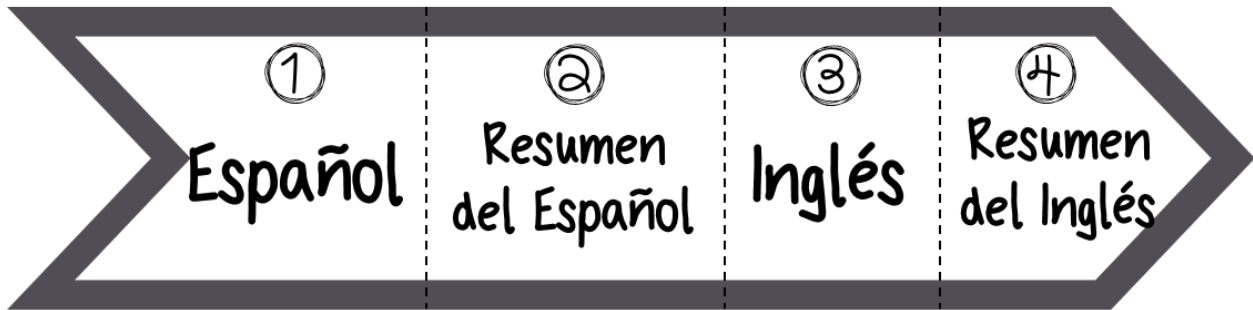
CFU: Which language comes first in the dictionary?

Juego de Búsqueda

Instrucciones: Use a bilingual dictionary to look up the following words. You may work with a partner.

1. **¿Cuál es el título del diccionario?** What is the title of the dictionary?

2. **¿Cuántas páginas hay en el diccionario?** How many pages are in the dictionary?

3. **¿Cuál es la tercera palabra en el diccionario?** What is the 3rd word in the dictionary?

4. **Escribe una palabra en español con 4 sílabas.** Write a Spanish word with 4 syllables.

5. **¿Qué significa la palabra en español rascacielo?** What does the Spanish word *rascacielo* mean?

6. **¿Qué palabras están alrededor de la palabra en español mano?** Which words are before and after the Spanish word *mano*?

7. **¿Cuál es la última palabra en español que empieza con la letra "R"?** What is the last Spanish word that begins with the letter "R"?

11

Primeramente

Instrucciones: Choose the best answer for each question / statement.

1. ¿Cómo te llamas?

    A) Muy bien, gracias.

    B) Me llamo Graciela.

2. Te presento a Juan Pablo.

    A) Lo siento.

    B) Mucho gusto.

3. ¿De dónde es Usted?

    A) Soy de Puerto Rico.

    B) No muy bien.

4. Muchas gracias.

    A) No hay de qué.

    B) Regular.

5. Nos vemos.

    A) Mucho gusto.

    B) Hasta pronto.

6. ¿Qué pasa?

    A) Nada.

    B) Igualmente

7. ¿Cómo está Usted?

    A) Me llamo Guillermo Montero.

    B) Muy bien, gracias.

8. Buenas tardes, Señor Fernández.

    A) Buenas tardes. ¿Cómo estás?

    B) El gusto es mío.

9. Susana, éste es el Señor Ramírez.

    A) Saludos a la Señora Ramírez.

    B) Encantada.

10. ¿Qué tal?

    A) Adiós.

    B) Regular.

Vocabulario de la Escuela

El jardín de niños		El director	
La escuela primaria		El colegio	
La universidad		La directora	

La pluma o el bolígrafo		El lápiz	
La regla		La mochila	
La goma		El estuche de lápices	
El cuaderno			

Las Clases

It's very easy to describe what your classes are because most of them are cognates. Try figuring out the classes below!

Español	Inglés
El español	
El francés	
El inglés	
Las matemáticas	
La física	
La química	
La biología	
La música	
La gimnasia	
La historia	
La geografía	

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Práctica con Vocabulario

Parte A

Instrucciones: Identify the word that does not belong in each group.

1.	2.	3.
a) La directora	a) El cuaderno	a) El español
b) La escuela primaria	b) El lápiz	b) La química
c) El colegio	c) El bolígrafo	c) El francés

Parte B

Instrucciones: Name the class associated with the subject matter.

1. Abraham Lincoln, Winston Churchill	
2. la cultura de España, verbos	
3. geometría, trigonometría	
4. Shakespeare, Hemingway	
5. África, el océano Pacífico	

Parte C

Instrucciones: Match each question with its most logical response. ¡**Ojo**! —one will not be used.

> A. Hay veinticinco.

> B. Es un reloj (a clock).

> C. Es de Perú.

> D. Es la clase de química.

> E. Es el señor Bastos.

> F. Es a las nueve en punto (9:00).

> G. Son los profesores.

[ ] 1. ¿Qué clase es?

[ ] 2. ¿Quiénes son?

[ ] 3. ¿Quién es?

[ ] 4. ¿De dónde es?

[ ] 5. ¿Cuántos estudiantes hay?

[ ] 6. ¿A qué hora (*time*) es la clase de inglés?

Comunicación

Instrucciones: With a partner, complete and act out these conversations.

Conversación 1

Compañero:	**Hola. Me llamo Teresa. ¿Cómo te llamas tú?**
Tú:	**[Answer your partner's question. Then ask the question that requires the response below]**
Compañero:	Soy de Puerto Rico. ¿Y tú?
Tú:	**[Answer your partner's question.]**

Conversación 2

Tú:	[Ask the question that requires the response below]
Compañero:	Muy bien, gracias. ¿Y usted, señora López?
Tú:	**[Respond to your partner's question; remember, you ARE Mrs. Lopez]**
Compañero:	Hasta luego señora. Saludos al señor López.
Tú:	**[Your partner just said 'say hello to Mr. Lopez' – how would you respond?}**

15

Práctica Independiente / Tarea

Parte A- Instrucciones: Complete the following conversation below.

Carolina**:**	_____. ¿Y usted?
Profesora**:**	Buenos días. ¿Cómo estás?
Profesora**:**	_____. Gracias. ¿_____?
Carolina**:**	Me llamo Carolina.
Juan**:**	¡Hola, Carolina! ¿ _____?
Carolina**:**	Regular. ¿Y tú?
Juan**:**	_____.
Carolina**:**	Profesora, le presento a Juan Gutiérrez.
Profesora**:**	_____.
Juan**:**	_____.
Carolina**:**	¿Cómo te llamas?
Miguel**:**	_____. ¿Y tú?
Carolina**:**	_____.
Miguel**:**	Encantado, Carolina.

Parte B - Instrucciones: Write a sentence giving each person's name in Spanish.

16

Objetivo:		I Can:	
• EP responder correctamente a los varios mandatos del salón de clase.		☐ copy the characters I am learning. ☐ respond to yes / no questions. ☐ follow simple commands.	

Primeramente
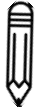
Parte A

Instrucciones: Write a conversation, in Spanish, inside the bubbles of the images below.
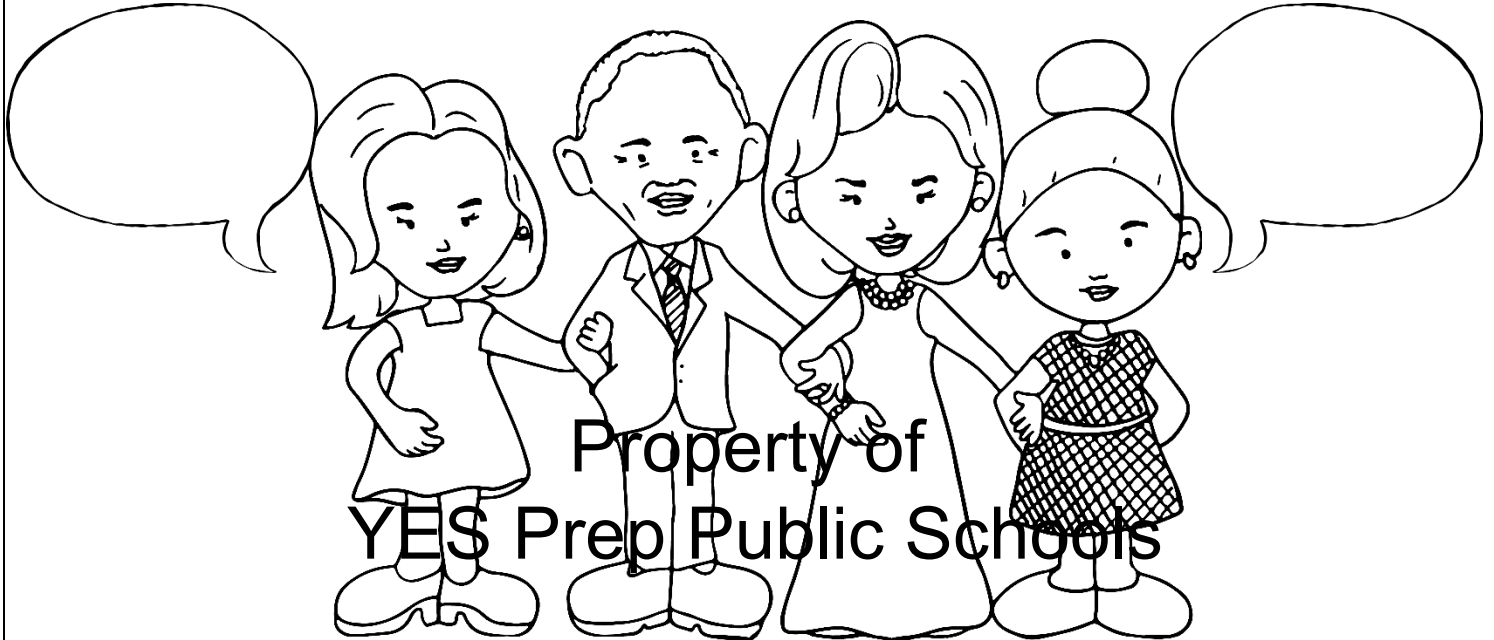
Parte B

Instrucciones: Write an appropriate question that matches each image below (look at your notes from yesterday!)

Mandatos de Salón (Commands of the Classroom)

Instrucciones: Write the Spanish vocabulary word for each image below.

Las hojas de papel	El papel	El lápiz
El libro	La mochila	El bolígrafo
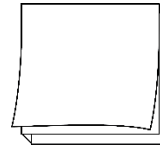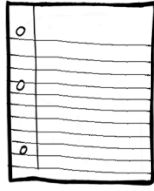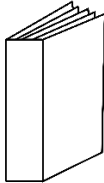
Siéntense, por favor.

Se pueden marchar.

Saquen su _____.
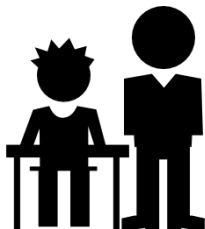
Dame tu _____ por favor.

Práctica Independiente con Vocabulario

For the vocabulary you've learned this week, choose 100 points to complete over the weekend. Become familiar with this guy because you'll be referring to him all year with vocabulary themes you learn.

Name

Make a CROSSWORD puzzle using all of your words. Provide a separate ANSWER KEY.
25 points

Pyramid your words.
Example:
L
Li
Lib
Libr
Libro
25 points

Make flashcards with Spanish on one side and translation (or picture) on reverse.
25 pts.

Rainbow your words. (Each letter in in a different color.)
25 points

Find a picture of of each word online, & print a power point or illustrated Word document with each word pictured and labeled in Spanish.
50 POINTS

Write your words in CODE. You create your own code. Give an answer sheet.
25 points

Make a flipbook with your words. 25 points

Write each word 3 times. 25 points

El Hombre de Vocabulario

Primeramente

Instrucciones: Write an appropriate hello, goodbye, or introduction for each image.

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Vocabulario
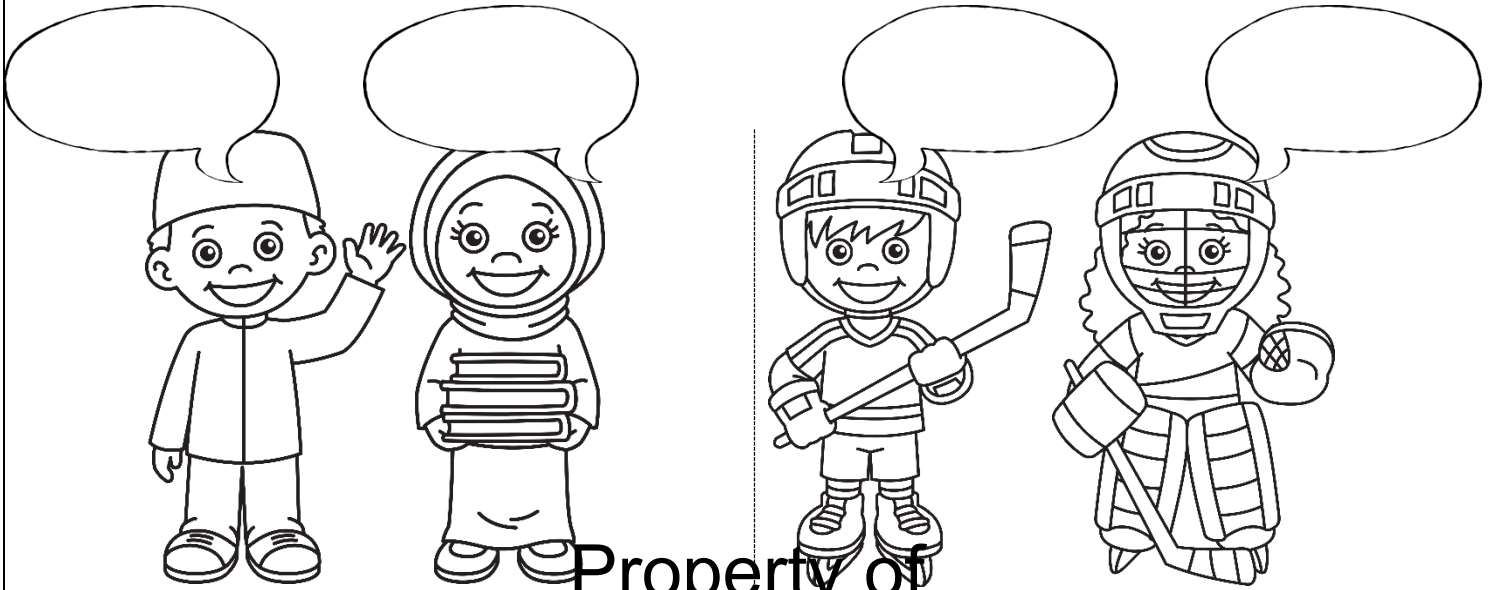
Instrucciones: Write the English translation for every bolded word below.
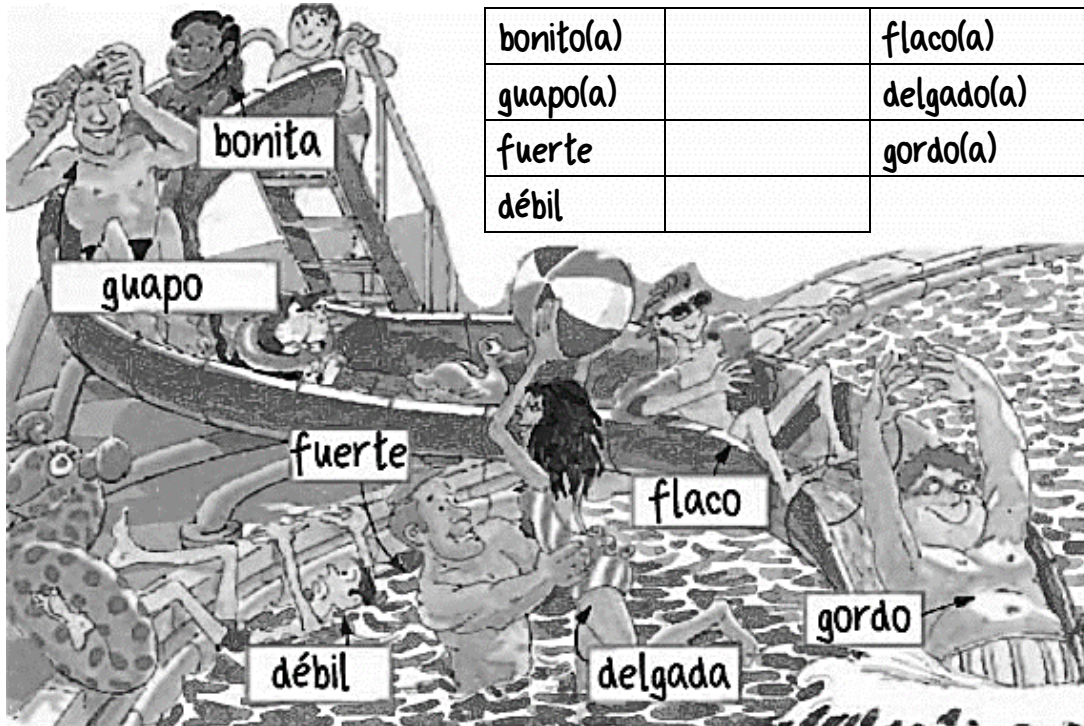
bonito(a)		flaco(a)	
guapo(a)		delgado(a)	
fuerte		gordo(a)	
débil			

20

bien educado

generosa

mal educado

tonto

tímida

amistoso

graciosa

alegre

triste

bien educado(a)		mal educado(a)	
generoso(a)		amistoso(a)	
tonto(a)		gracioso(a)	
tímido(a)		alegre	
triste			

Hermosa	Feo		Alto	Bajo

Inteligente	Atlético		Rubio	Pelirroja	Castaño

Práctica Guiada

Instrucciones: With a partner, write the appropriate adjective for each image.

Género y Número

In Spanish, all nouns have a gender – either masculine or feminine. This means that all adjectives must match the noun's gender AND quantity. Complete the chart below with the gender and quantity endings.

	Singular	**Plural**
Masculino		
Femenino		

Práctica Independiente

Parte A - Instrucciones: Individually, match the adjective with the correct noun. Remember to think about gender and quantity!

1. Carlos _____

2. Madeline y Maité _____

3. Minerva _____

4. Steve y Clara _____

A. guapas

B. tímido

C. inteligentes

D. calmada

Parte B - Instrucciones: Write the masculine or feminine ending on the line for each adjective, based on the subject provided.

5. Me llamo Amelia, y soy **hermos**___

6. Tú te llamas Guillermo y estás **gord**___

7. Nosotras somos **alt**___

8. Nosotros somos **baj**___

9. Ellas son **inteligent**___

10. Ellos son **atlétic**___

11. La Sra. Garza es **rubi**___

12. El Sr. Rodriguez es **castañ**___

13. Ustedes son **fuert**___

14. Me llamo Alberto y mi hermano y yo somos **seri**___

El verbo SER

SER means "to be" and is the MOST COMMON verb in the Spanish language. Here's how you conjugate it for each person.

Yo

Tú

Ella

Él

Ser

Nosotros

Ustedes
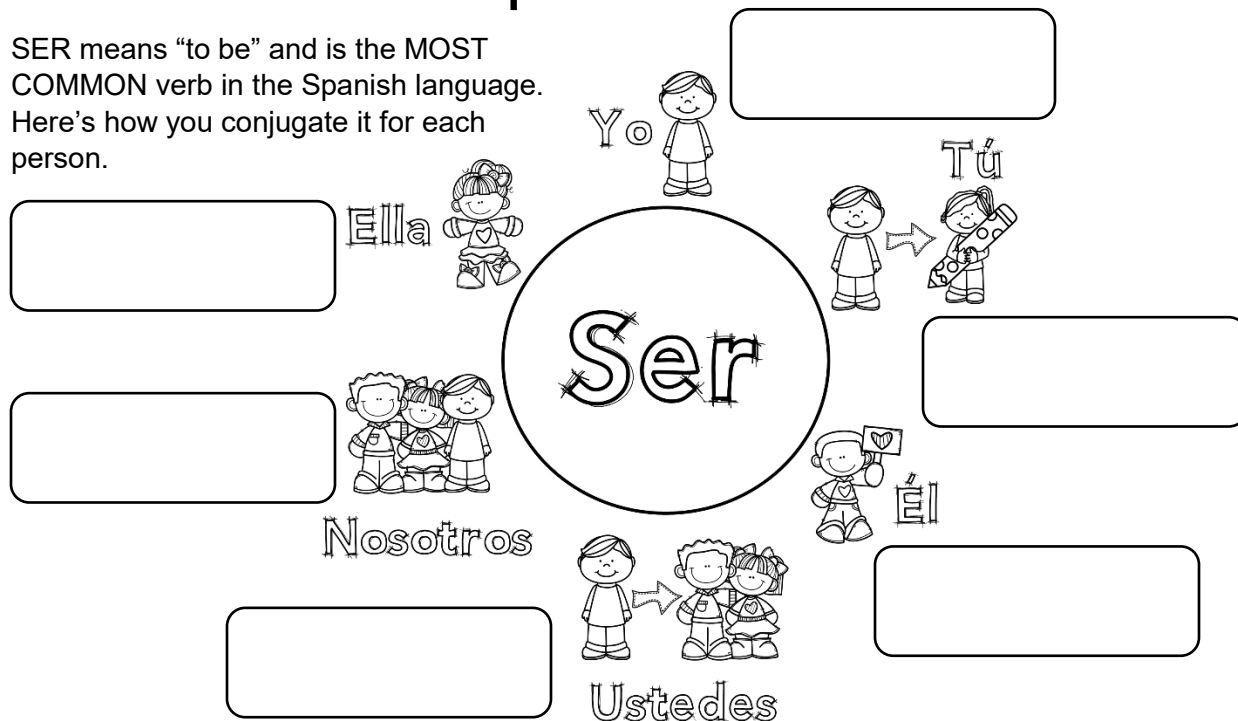
Práctica Guiada

Instrucciones: With a partner, write the appropriate *pronombre* with its correct form of **SER** for each image; add an adjective too!
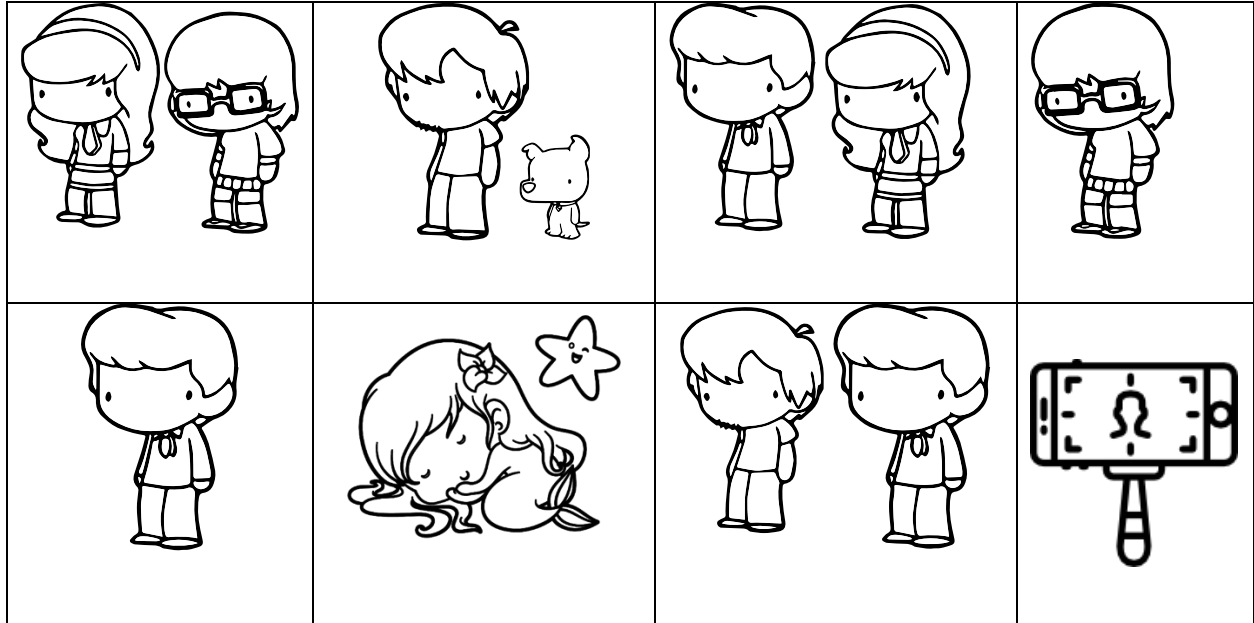
¿De Dónde Eres?
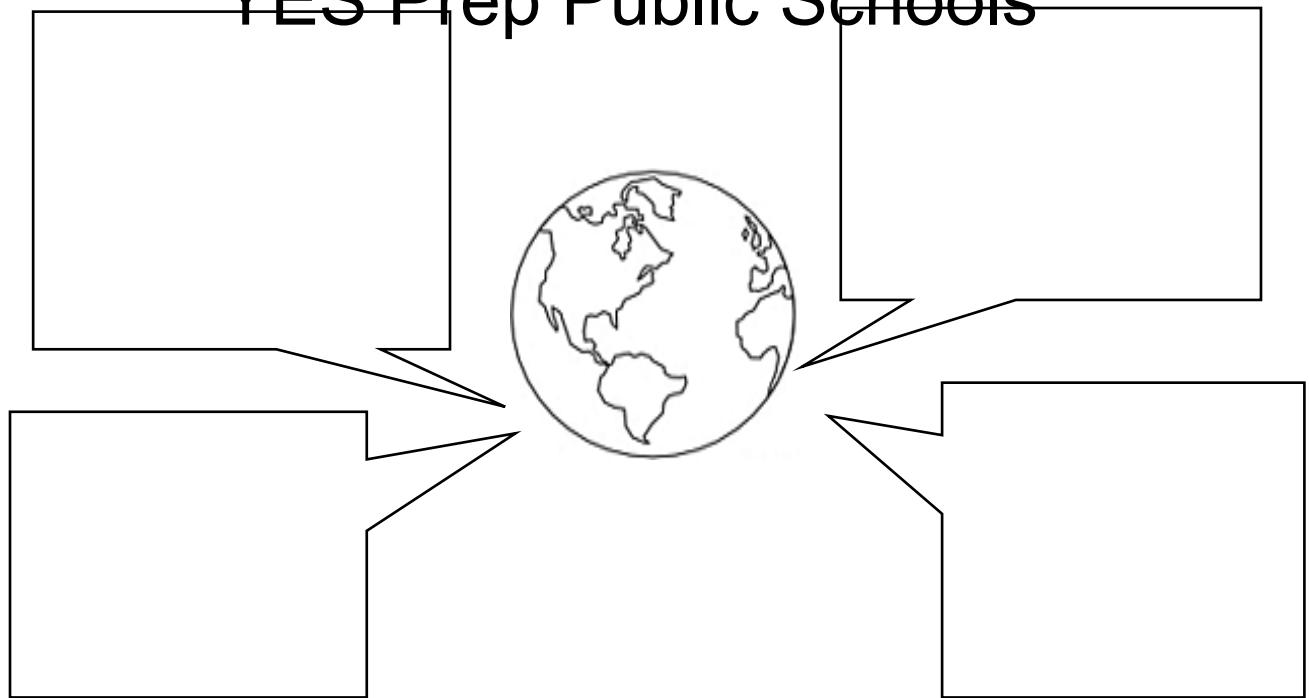
| Where are you from? | I am from __. | He / She is from… | We are from… |

24

Práctica Independiente / Tarea
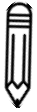
Instrucciones: Using the graphic organizer, fill in the phrases that are missing from the conversation.

Parte A

María**: Buenas noches ¿Cómo te llamas?**

<u>Sara</u>**:** Buenas noches. Yo me llamo Sara. ¿Cuál es tu nombre?

María**:** Mi nombre es Sara.

¿_____?

<u>Sara</u>**:** _____ República Dominicana. ¿Y tú?

María**:** ¡Ah! ¡_____ Puerto Rico! ¿De dónde es José?

<u>Sara</u>**:** José_____ Cuba.

María**:** ¡Qué bueno! Nosotros _____ del Caribe.

<u>Sara</u>**:** ¡Fantástico!
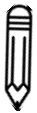
Parte B

Instrucciones: Write an appropriate hello, goodbye, introduction, and/or description with adjectives for the images.

Objetivos: EP…
- E: identificar usos y conjugaciones del verbo SER y aplicarlos en oraciones.
- L: identificar detalles en un texto de conversación.
- C: utilizar saludos y presentaciones personales de registro informal en una conversación oral.
- A: identificar detalles de un audio sobre el tema.

I Can:
- ☐ write my name.
- ☐ say hello and goodbye.
- ☐ introduce myself.
- ☐ recognize the sound of a few words when spoken.
- ☐ copy the characters I am learning.
- ☐ respond to the 5 Ws.

Primeramente

Instrucciones: Circle the incorrect words in each sentence and re-write the sentence correctly. The number in parenthesis indicates how many errors are in each sentence.

1. Ella soy una chico. (2)	
2. Nosotros son de Argentina. (1)	
3. Ellos son bonitas y simpáticos. (2)	
4. Tú eres divertidas. (1)	
5. Yo es de Texas. Texas son bonitos. (3)	
6. Ustedes somos tímidos. (1)	
7. Nosotras somos guapa. (1)	
8. Ella soy de los Estados Unidos y eres muy guapo. (3)	
9. Pablo y Juan es de Colombia. (1)	

Estación de Escritura

Instrucciones: Fill out the graphic organizer with information about yourself. Then transfer the information into a paragraph with complete sentences.

¿Quién soy yo?

¿De dónde eres?

¿Cómo te llamas?

¿Cómo eres? (adjetivo #2)

¿Cómo eres? (adjetivo #1)

¿Quién soy yo?

_____

_____

_____

_____

_____

_____

_____

Estación de Lectura

Instrucciones: Read the conversation, and then annotate as such:

    a) Highlight the vocabulary words (adjectives).
    b) Draw an image or icon of each vocabulary word (adjectives).
    c) Underline the verbs: **soy, eres, es, somos, son**
    d) Complete the graphic organizer with details from the text.

Juan:	**Buenas noches, amigo. ¿Cómo te llamas?**
Martín:	Buenas noches. Yo me llamo Martín. ¿Cuál es tu nombre?
Juan:	Mi nombre es Juan. ¿De dónde eres?
Martín:	Yo so y de Costa Rica, ¿y tú?
Juan:	¡Ah! ¡Yo soy de El Salvador!
Martín:	¿Cómo se llama ella? (*pointing to a friend of Juan's*)
Juan:	Ella se llama Katia. Katia es mi amiga. Ella es divertida.
Martín:	¿De dónde es Katia?
Juan:	Ella es de Honduras!
Martín:	¡Ah, muy bien! Ustedes son unos amigos simpáticos.
Juan	¡Sí… gracias!

¿Quién? ¿Qué? ¿Cómo? ¿Dónde? ¿Por qué?

¿Cuál? ¿Cuáles?

Instrucciones: Answer the following questions in complete sentences.

1. ¿De dónde es Juan?

2. ¿Quién es de Costa Rica?

3. ¿Cómo es Katia?

4. ¿De dónde es Katia?

5. ¿Quiénes son simpáticos?

28

Estación de Audio

Instrucciones: Write the phrases you hear from the audio (each will be played twice).

Tip for Listening

*Repeat the phrase back to the teacher before writing it down.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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Estación de Conversación

Conversación #1

Instrucciones: Practice the dialogue below with a partner; be sure to switch roles!

Sara**:**	**Buenas Días. Yo me llamo Sara. ¿Cómo te llamas?**
<u>Carolina</u>**:**	Buenos Días Sara. Yo me llamo Carolina. ¿Cómo estás?
Sara**:**	¡Muy bien! ¿Cómo estás tú?
<u>Carolina</u>**:**	¡Muy Bien! Sara, Yo soy de México. ¿De dónde eres tú?
Sara**:**	Yo soy de Colombia.
<u>Carolina</u>**:**	Ah… ¡Qué Bueno! Colombia es bonita.
Sara**:**	¡Sí! México es bonito **también** (also)
<u>Carolina</u>**:**	Tú eres simpática.
Sara**:**	Tú eres cómica.
<u>Carolina</u>**:**	¡Hasta Luego Sara!
Sara**:**	¡Nos vemos! Adiós.

Conversación #2
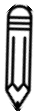
Instrucciones: Create a dialogue for the images below. Use the word banks to help you get started!
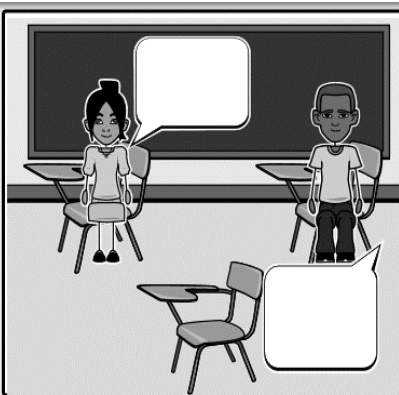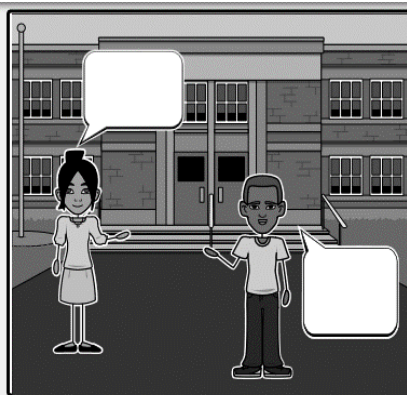
Greetings	A. 2 adjectives to describe your character	
Introductions	B. 1 adjective to describe other character.	Goodbyes

Objetivos:
- EP identificar en un mapa los países y capitales del mundo hispanohablante.
- EP identificar las reglas y expectativas para hacer el *gallery walk* describiendo a personajes del mundo hispanohablante.

I Can:
- ☐ name countries on a map.
- ☐ write the names of countries on a map.
- ☐ give descriptions of a famous person.

El Mundo Hispanohablante

Instrucciones: Write the country and capital according to the powerpoint or map.

Centroamérica y el Caribe

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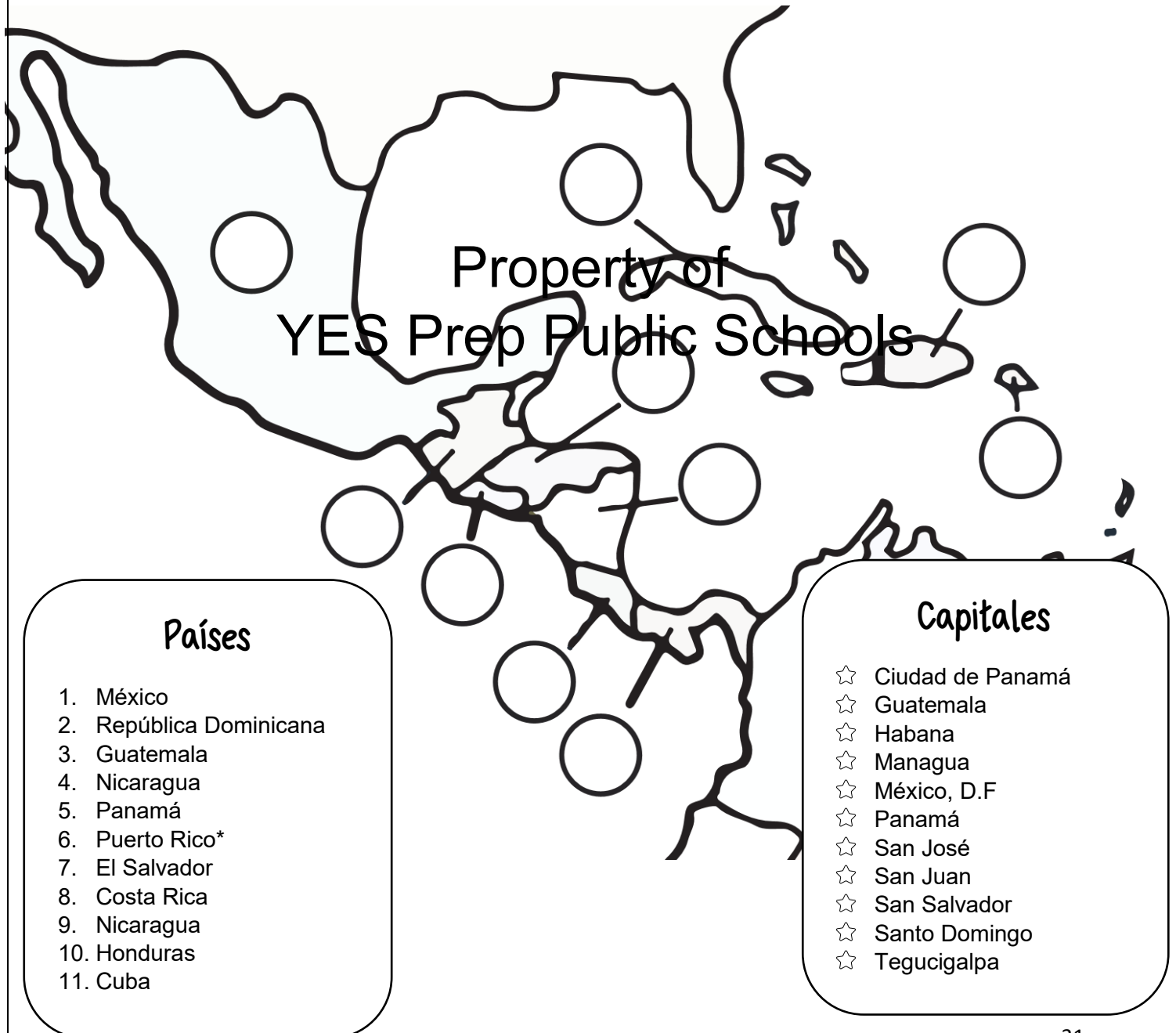
Países

1. México
2. República Dominicana
3. Guatemala
4. Nicaragua
5. Panamá
6. Puerto Rico*
7. El Salvador
8. Costa Rica
9. Nicaragua
10. Honduras
11. Cuba

Capitales

☆ Ciudad de Panamá
☆ Guatemala
☆ Habana
☆ Managua
☆ México, D.F
☆ Panamá
☆ San José
☆ San Juan
☆ San Salvador
☆ Santo Domingo
☆ Tegucigalpa

31

Sudamérica
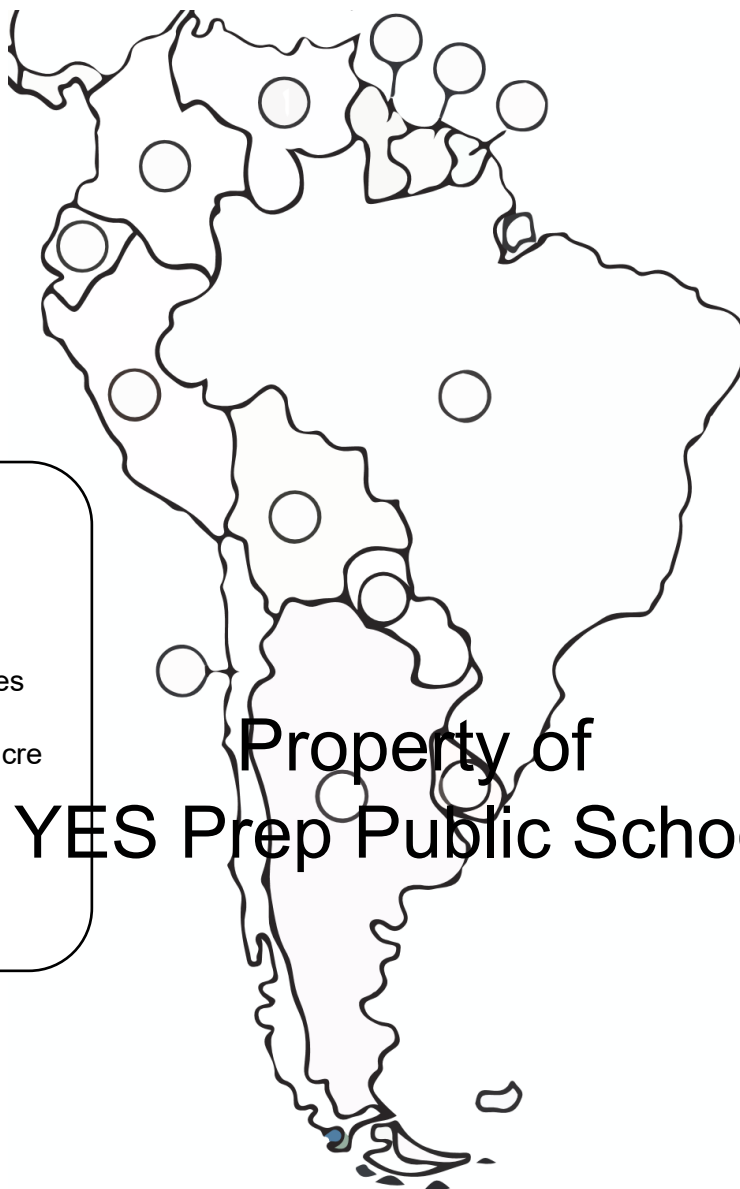
Países

12. Chile
13. Perú
14. Venezuela
15. Colombia
16. Paraguay
17. Ecuador
18. Uruguay
19. Argentina
20. Bolivia

Capitales

☆ Asunción
☆ Bogotá
☆ Buenos Aires
☆ Caracas
☆ La Paz / Sucre
☆ Lima
☆ Montevideo
☆ Quito
☆ Santiago

Europa

País

21. España

Capital

☆ Madrid

Gallery Walk

On Friday, we will be having a Gallery Walk of famous people that are from Spanish-speaking countries. You mini-project should answer the following questions:

- o   Who is this person? / What is their name?
- o   How are they? (must use at least 2 adjectives to describe)
- o   Where are they from?
- o   What do they do? (occupation → look up this information and then translate into Spanish)

*You will need to speak for a minimum of 30 seconds.

Modelo del Maestro

You teacher will model how to do the presentation. You need to fill in the chart from what you **HEAR** in the presentation.

| ¿Quién es? ¿Cómo se llama? | ¿De dónde es? | ¿Cómo es? (adjetivo #1) |

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| ¿Cómo es? (adjetivo #2) | ¿Cuál es su profesión? |

Tarea

Find a famous person from a Spanish-speaking country to talk about in your Gallery Walk. You will have time during your writing station tomorrow to work on your mini-project. You MUST bring a picture from a magazine or print one out. If you need help with this, ask your teacher before you leave class TODAY.

This is a mini-project
It will count for a summative grade

Objetivos: EP…
- E: identificar usos y conjugaciones del verbo SER.
- L: identificar 3-5 detalles en un texto.
- C: utilizar saludos y presentaciones personales de registro informal en una conversación oral.
- A: identificar 3-5 detalles en un audio.

I Can:
- ☐ physically describe another person.
- ☐ repeat familiar phrases.
- ☐ recognize a question from a statement.
- ☐ answer the 5W questions.

Primeramente
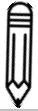
Instrucciones: Fill in the blanks so that the story flows well. Use vocabulary and grammar learned from class.
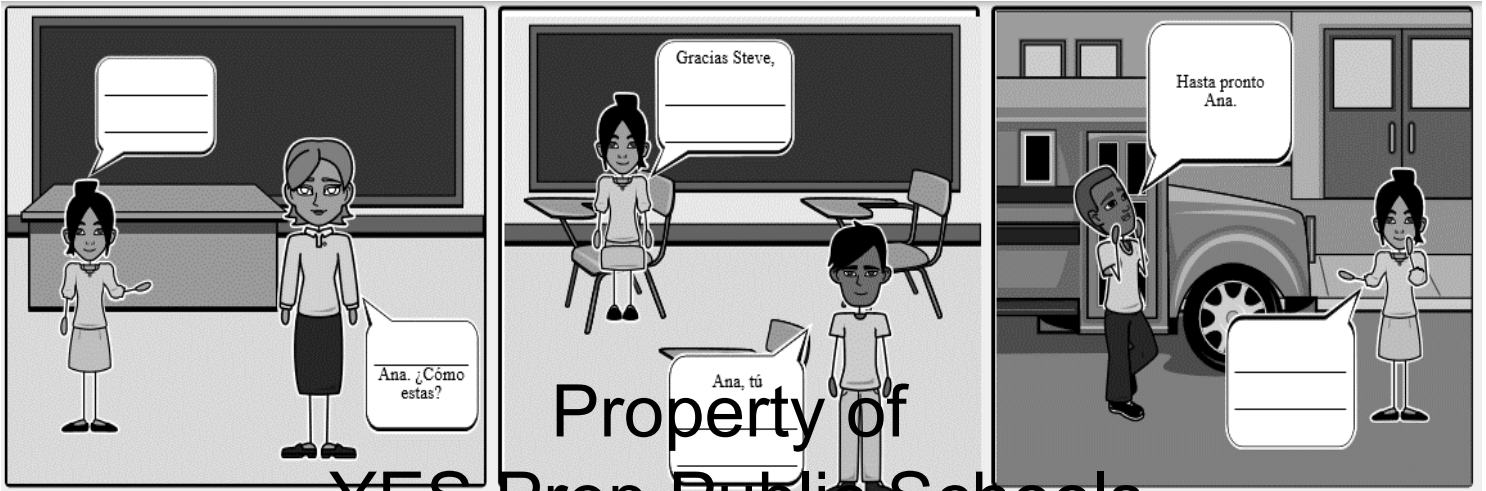
Parte B

Instrucciones: Match the characteristics with the correct image.

1. rubios _____

2. de Puerto Rico _____

3. guapo _____

4. serias _____

5. "Hola, me llamo" _____
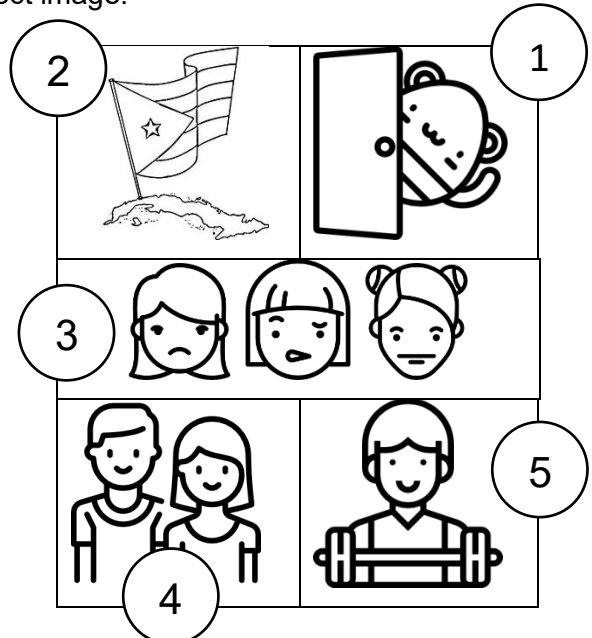
34

Estación de Escritura

Instrucciones: Fill out the graphic organizer with information about your famous person from your Gallery Walk project. Then transfer the information into a paragraph and practice your presentation for tomorrow.

¿Quién es _____?

¿Cúal es su ocupación?

¿Cómo se llama?

¿De dónde es _____?

¿Cómo es _____? (adjetivo #1)

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¿Cómo es _____? (adjetivo #2)

¿Quién es _____?

_____

_____

_____

_____

_____

Estación de Lectura

Instrucciones: Read the dialogue and annotate as such:

   a) Highlight the vocabulary words

   b) Underline the verbs: soy, eres, es, somos, son

   c) Fill out the graphic organizer (on the next page)
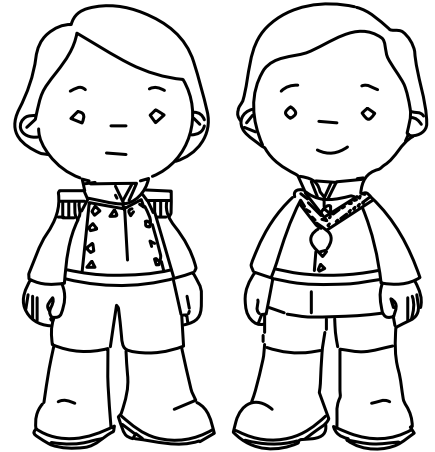
Julio y Francisco

Julio**:**	**Buenas Tardes. ¿Cómo estás?**
Francisco:	¡Todo Bien!
Julio**:**	Tu amiga es muy bonita y castaña. ¿Cómo se llama?
Francisco:	Ella se llama Melissa. Ella es de Ecuador.
Julio**:**	¿Cómo es ella?
Francisco:	Melissa es **muy (***very***)** inteligente y cómica.
Julio**:**	¡Yo soy muy cómico también!
Francisco:	¡Ah Sí! Muy bien. Yo soy simpático y divertido.
Julio**:**	Tú no eres divertido. Tú eres serio.
Francisco:	**Eso sí es cierto**. **(***that is true***)**.
Julio**:**	Tú eres un buen amigo Francisco.
Francisco:	¡Gracias Julio!
Julio**:**	¿Melissa es buena amiga?
Francisco:	¡Sí! Nosotros somos **buenos amigos (***good friends***)**.
Julio**:**	Bueno, Francisco. ¡Hasta Luego!

¿Dónde?

¿Quién?

¿Cómo?
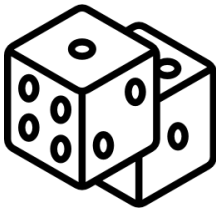
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Instrucciones: Choose the best option for each question.

1. ¿Francisco y Julio son…?
   a. bonitos
   b. inteligentes
   c. rubios
   d. amigos

2. ¿Cómo es Melissa?
   a. seria
   b. alta
   c. morena
   d. rubia

3. ¿Quién es Melissa?
   a. Novia de Francisco
   b. Mamá de Julio
   c. Amiga de Julio
   d. Amiga de Francisco

4. ¿De dónde es Melissa?
   a. Perú
   b. Estados Unidos
   c. México
   d. Ecuador

5. ¿Quién es inteligente?
   a. Melissa
   b. Francisco
   c. Julio
   d. Ninguno

6. ¿Cómo es Francisco?
   a. cómico y bonito
   b. serio y simpático
   c. bonito y serio
   d. divertido y simpático

Estación de Audio

Instrucciones: Listen to the following audio (three times). As you're listening, work with a partner to complete the graphic organizer (La Mano Amiga). Then answer the comprehension questions at the end (on the next page).

La Chica Guapa

Cómo

Qué

Dónde

Quién

Quién

Cuándo

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Main idea in English
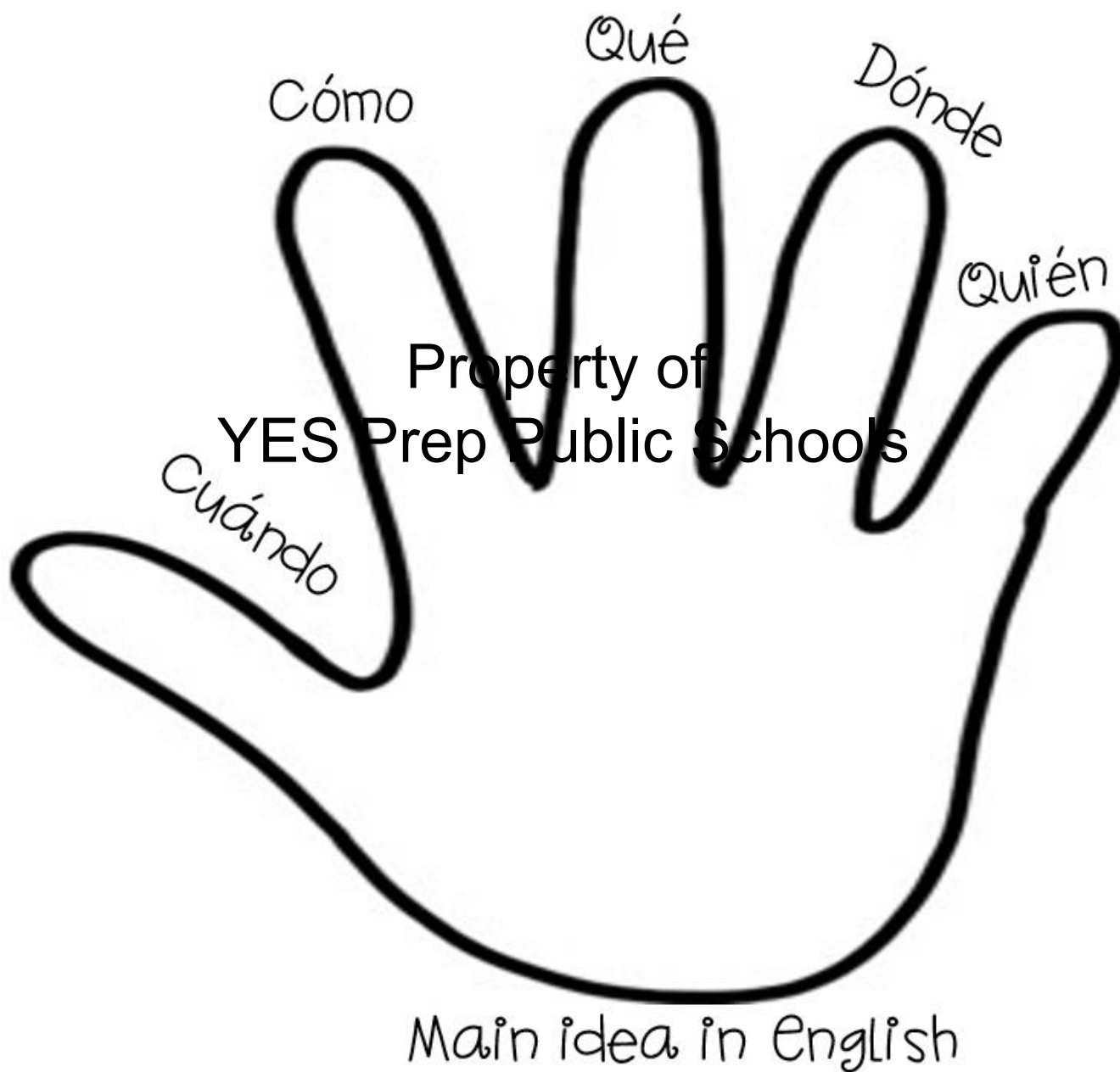
Preguntas

1. ¿Cómo se llama la chica?

    A   Ella se llama Bogotá.

    B   Ella es de YES Prep.

    C   Ella es morena.

    D   Ella se llama Elena.

2. ¿De dónde es Elena?

    A   Elena es guapa y baja.

    B   Elena es de Colombia.

    C   Elena tiene muchas amigas.

    D   Elena no es alta.

3. ¿Cómo son las amigas?

    A   Ellas son guapas y altas.

    B   Ellas no son altas.

    C   Ellas estudian mucho.

    D   Ellas son rubias y bajas.

4. What is the purpose of this audio?

    A   It is an invitation to play volleyball.

    B   It is a description of Elena and her friends.

    C   It is a school announcement for its students.

    D   It is city announcement for its citizens.

5. What is Elena NOT?

    A   Dark-haired

    B   Fun

    C   Intelligent

    D   Tall

Parte A - Instrucciones: Practice the following conversation with a partner; be sure to switch roles!

Ana y Eric

Ana**:**	**Hola, ¿Cómo estás?**
Eric:	Hola, Yo estoy muy bien.
Ana**:**	Ah que bueno. Y ¿Cómo eres Eric?
Eric:	Yo soy **muy** (*very*) guapo. Yo soy muy inteligente **también (*also*)**.
Ana**:**	¡Ah sí! Tu eres muy inteligente **y (*and*)** guapo.
Eric:	¡Sí! Y también, yo soy muy alto.
Ana**:**	¡Ah Que Bien! ¡Muy bien Eric!
Eric:	Y tú ¿Cómo eres Ana?
Ana**:**	Yo soy inteligente y cómica.
Eric:	Y ¿Qué más (*more/else*)?
Ana**:**	También, yo soy seria y morena. ¿Tú eres rubio o moreno?
Eric:	¡Ah! Muy Bien. Yo soy moreno. Bueno, Mucho Gusto Ana.
Ana**:**	Mucho Gusto Francisco. ¡Hasta Mañana!

Parte B - Instrucciones: With a partner, choose 2 people to **describe**. Take 1 minute to prepare and then speak for 30 seconds about each person.

Práctica Independiente / Tarea
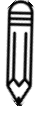
Instrucciones: Find the cognates in the word scramble and then translate each cognate into English.

```
D  A  L  J  A  O  I  S  P  D  G  M  S  F  Y
X  E  F  A  S  U  A  D  I  H  E  A  O  U  O
L  B  S  O  N  I  T  F  E  X  Z  T  T  T  T
L  A  M  O  C  E  E  O  A  A  E  E  U  B  E
X  A  T  N  R  R  M  M  B  N  S  M  N  O  R
F  Y  E  I  E  G  E  O  O  U  T  A  I  L  R
E  I  B  N  P  N  A  R  N  T  S  T  M  A  I
C  Z  T  Q  E  A  M  N  T  E  N  I  S  I  B
E  E  B  S  Z  E  C  A  I  F  F  C  T  R  L
S  H  O  R  R  R  O  R  A  I  Q  A  N  O  E
S  E  M  O  S  E  F  O  R  P  A  S  R  T  P
M  A  M  E  L  B  O  R  P  I  E  D  L  S  S
A  O  X  I  G  E  N  O  Z  N  Y  W  A  I  F
R  O  R  R  O  H  A  G  W  X  F  C  T  H  I
Q  Q  W  B  Q  D  G  Q  W  Z  I  T  P  T  L
```

☐ Autobús
☐ Desorganizada
☐ Exámenes
☐ Fútbol
☐ Horror
☐ Minutos
☐ Profesores
☐ Terrible

☐ Capital
☐ Diferentes
☐ Famoso
☐ Historia
☐ Ideas
☐ Oxígeno
☐ Talento

☐ Ciencias
☐ Enorme
☐ Fenomenal
☐ Horrible
☐ Matemáticas
☐ Problema
☐ Tenis

Primeramente

Vídeo

Instrucciones: For the first viewing, silently say the words in your head. On the 2nd viewing, repeat the words back to the video as a whole class.

1	uno	11	once	21	veintiuno
2	dos	12	doce	22	veintidós
3	tres	13	trece	23	veintitrés
4	cuatro	14	catorce	24	veinticuatro
5	cinco	15	quince	25	veinticinco
6	seis	16	dieciséis	26	veintiséis
7	siete	17	diecisiete	27	veintisiete
8	ocho	18	dieciocho	28	veintiocho
9	nueve	19	diecinueve	29	veintinueve
10	diez	20	veinte	30	treinta

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Los Números

Numbers 30 and above in Spanish are quite easy. They follow a simple pattern:

Write the TENS digit value.	→	Add the letter "y" (it means "and")	→	Write the ONES digit value.

Here is an example:

Treinta	→	y	→	tres	33
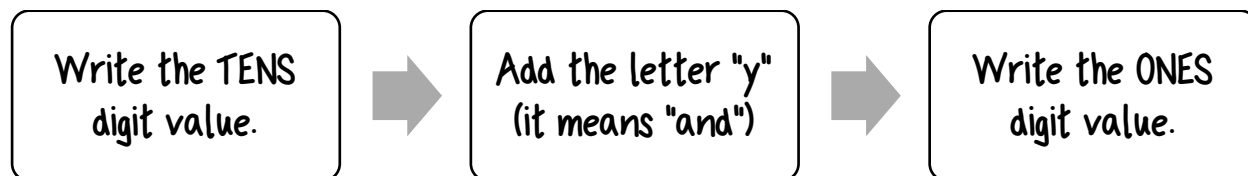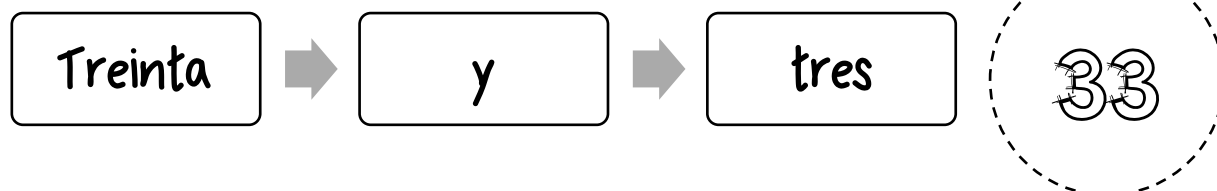
Below are the TENS value for 30 through 100.

30	treinta	40	cuarenta	50	cincuenta
60	sesenta	70	setenta	80	ochenta
90	noventa	100	cien		

Práctica Guiada

Instrucciones: With a partner, write out the following numbers.

A. 33:	
B. 55:	
C. 47:	
D. 62:	
E. 98:	
F. 15:	
G. 71:	

Instrucciones: With a partner, write the numerical value for each math equation.

1. veintidós + trece:	
2. cuarenta y dos / seis:	
3. diez *x* ocho:	
4. treinta y tres + doce:	
5. ochenta / cuatro:	
6. uno x nueve:	
7. cien / cincuenta:	
8. cuarenta y cinco + cuarenta y seis:	

Instrucciones: In Spanish, write out the ages for the following people.

Mom	Dad	Brother / Sister	Teacher	Best Friend

Práctica Independiente / Tarea

Instrucciones: Complete the crossword puzzle with the Spanish spellings of each number below.

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Across

1. 60
2. 80
4. 12
6. 40
7. 30
10. 88
14. 70
15. 100
16. 11

Down

1. 67
3. 53
5. 42
8. 13
9. 14
11. 50
12. 15
13. 20
17. 90

Primeramente

Parte A - Instrucciones: Write the following numbers in Spanish.

22	
100	
45	
37	
86	
55	

Parte B
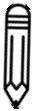
Instrucciones: Write the ages of the people listed below in Spanish.

1. Your age:	
2. Your dad's or mom's age:	
3. Your pet's age:	
4. Your aunt's or uncle's age:	
5. Your brother's or sister's age:	

La Hora

In Spanish, telling time is as easy as a simple math equation! First, let's practice asking someone for the time.

There are 3 ways you can ask for time. Practice saying these to your partner:

¿Qué hora es?   ⟹   ¿Tienes la hora?   ⟹   ¿Me puede decir la hora?
(this one is very formal)
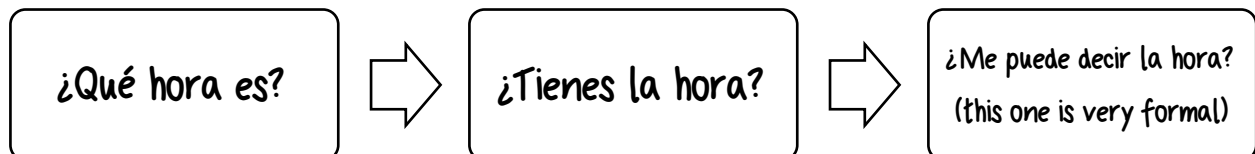
In order to give someone the time, you'll have to follow this structure:

| SER | Hour | Minutes | Part of Day |
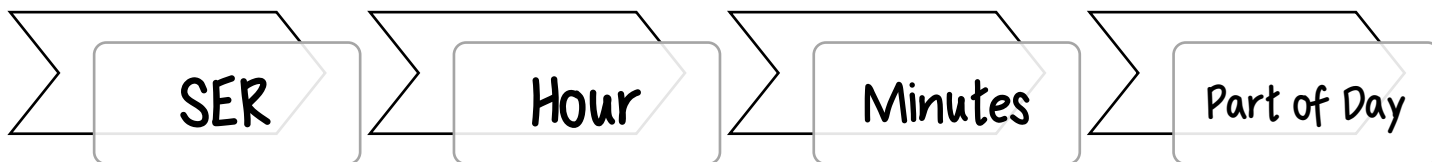
The verb SER is used to express the time of day.

☐ Use ES when referring to 1:00-1:59
  o Es la una → It's one o'clock.
☐ Use SON when referring to all other hours (2:00-12:59)
  o Son las dos → It's two o'clock.

> The feminine article (la, las) is used before the hour (la hora).

Next, you give the HOUR.

☐ 5:00 → Son las CINCO.
☐ 11:00 → Son las _____.
☐ 1:00 → Es la _____. (←*keep it feminine!*)

To add minutes, be sure to write/say "y" which means and.

☐ 5:10 → Son las cinco Y DIEZ.
☐ 6:45 → Son las seis Y _____.
☐ 1:05 → Es la una

Lastly, use these phrases to differentiate between AM and PM:

☐ In the morning → _____
☐ In the afternoon → _____
☐ In the evening → _____

Práctica Guiada con Clase

Instrucciones: As a class, write the following times out in Spanish.

5:15	
11:25	
1:56	
4:30	
9:55	

Miscellaneous Time Phrases

En punto
(o'clock exactly)

Menos cuarto
(a quarter till)

Y cuarto
(a quarter past)

11 12 1
10   2
9   3
8   4
7 6 5

Y media
(half past)
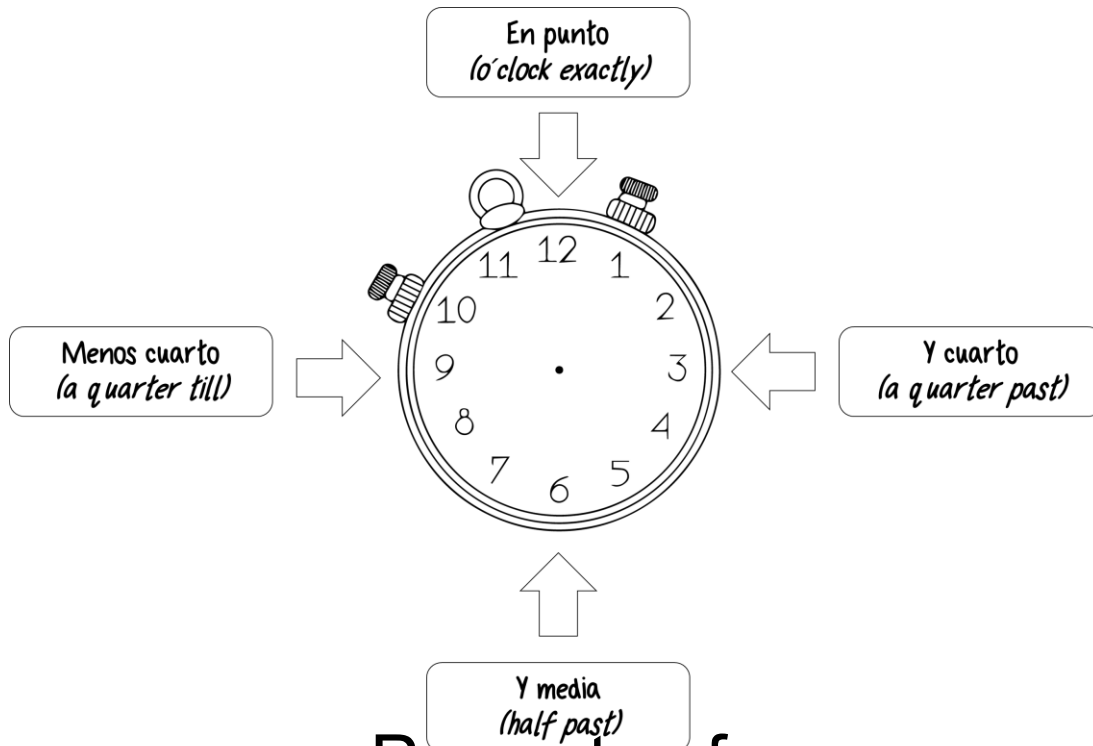
For any time after the 30-minute marker, you can actually use subtraction to express the time. Let's use 6:45 as our example.

Find the hour before:

6:45 --> **7**

Subtract the minutes until the hour before:

15 minutes.

Now use "menos" (*less*) instead of "y" :

Son las siete menos cuarto.
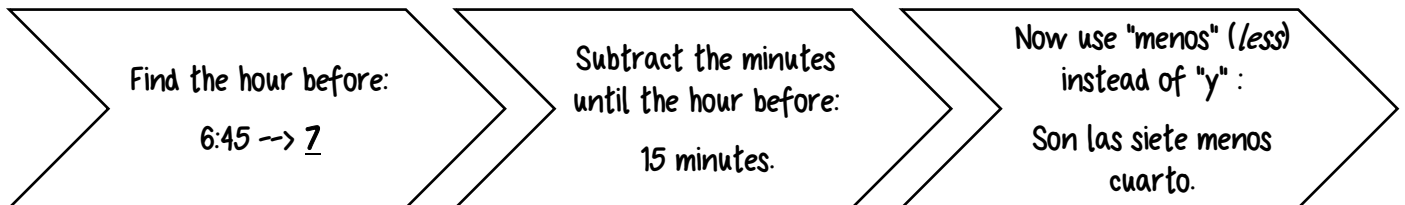
Práctica Guiada

Instrucciones: Write the times below using the subtraction ("less") method.

7:50	
3:45	
12:35	

Objetivos: EP…

- E: aplicar la estructura de la hora.
- L: reconocer cognados e identificar números de teléfono.
- A: evaluar el escenario de una conversación e identificar detalles.
- C: aplicar el tiempo con descripciones de un programa de televisión en una conversación oral.

I Can:
- ☐ read an important numbers list.
- ☐ write the time by looking at the clock.
- ☐ identify a few familiar words in a conversation.
- ☐ give someone the time of a television program.

Práctica Independiente / Tarea

Parte A - Instrucciones: Match the times with the following times with the Spanish phrases.

1. _____ Son las siete y cuarenta y cinco de la mañana.

2. _____ Es la una menos cuarto de la tarde.

3. _____ Son las once en punto de la mañana.

4. _____ Son las siete y cuarenta y seis de la noche.

5. _____ Son las ocho y cuarto de la noche.

6. _____ Es la una y media de la noche.

7. _____ Son las nueve menos cuarenta de la mañana.

8. _____ Son las dos y cuarto de la tarde.

9. _____ Son las cuatro menos cuarto de la tarde.

10. _____ Son las dos menos cuarto de la noche.

A. 11:00 AM	F. 7:46 PM
B. 8:40 AM	G. 2:15 PM
C. 8:15 PM	H. 1:45 AM
D. 7:45 AM	I. 12:45 PM
E. 3:45 PM	J. 1:30 AM

Parte B - Instrucciones: Write the Spanish phrases in the boxes for each clock below.
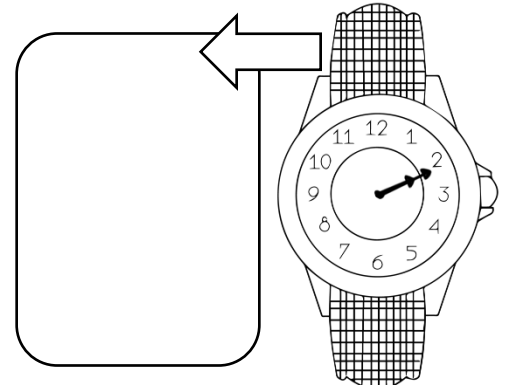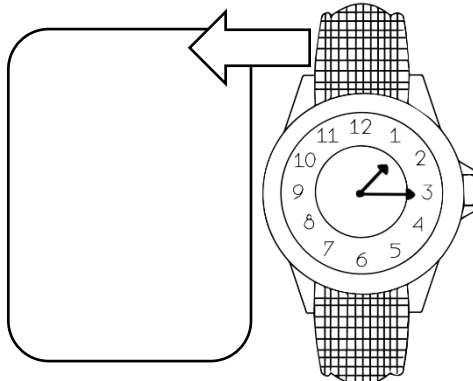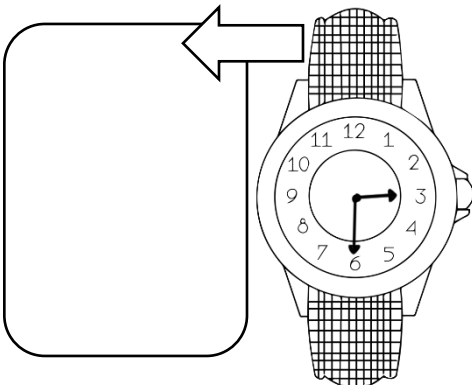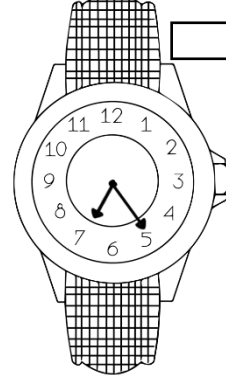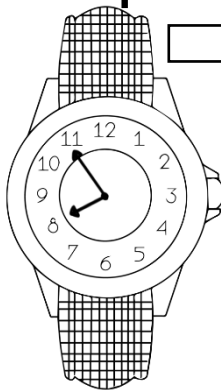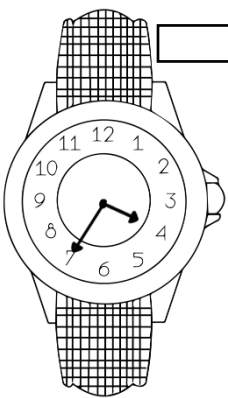
Primeramente

Parte A

Instrucciones: Write the times listed below based on the equations.

12:15 + diez minutos:	
3:00 – quince minutos:	
6:25 + cincuenta minutos:	
8:20 + cuarenta y cinco minutos:	
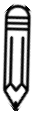
Parte B

Instrucciones: Write the time that your classes begin below. Skip the classes that you're not in if listed below.

	La geografía:	
	Las matemáticas:	
	La biología:	
	La gimnasia:	
	El inglés:	
	El español:	

Estación de Escritura

Instrucciones: Write the times in Spanish for each clock below.

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1. _____
   _____

2. _____
   _____

3. _____
   _____

4. _____
   _____

5. _____
   _____

6. _____
   _____

7. _____
   _____

8. _____
   _____

9. _____
   _____

10. _____
    _____

11. _____
    _____
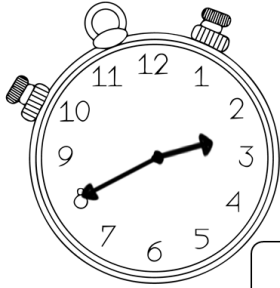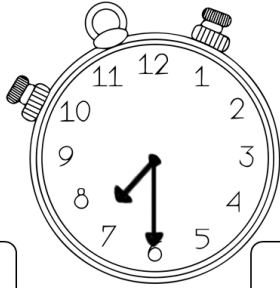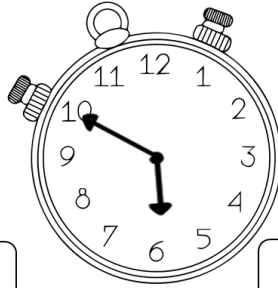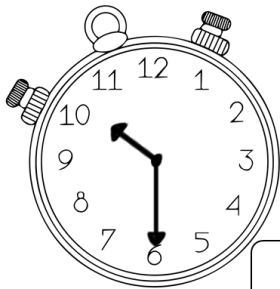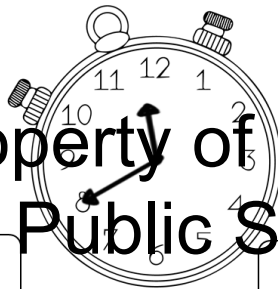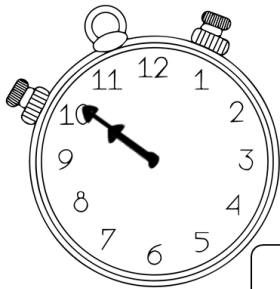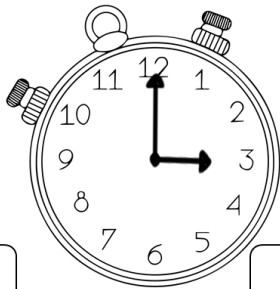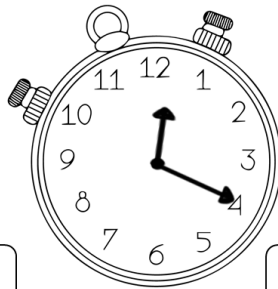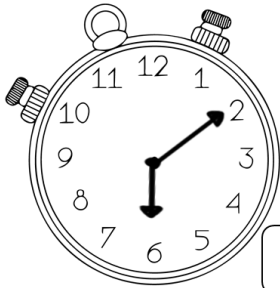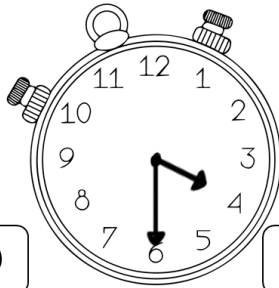
Estación de Lectura

Cognates are words that share similar meanings and spellings in two or more languages. When reading in Spanish, it's helpful to look for cognates and use them to guess the meaning of what you're reading.

Can you guess the meaning of each word?

a. importante   d. decisión

b. farmacia   e. televisión

c. dentista   f. oportunidad

Instrucciones: Read the document below and then answer the questions on the next page.

Teléfonos Importantes	
Policía	281-773-8079
Médico	713-907-6753
Dentista	281-998-7623
Pediatra	087-906-4637
Farmacia	832-889-9043
Banco Central	281-345-2319
Aerolíneas Nacionales	281-908-9076
Cine Metro	713-452-7854
Hora / Temperatura	713-895-9762
Profesora Salgado (escuela)	281-897-9075
Papá (oficina)	713-126-8943
Gimnasio Gente Activa	832-897-9065
Restaurante Romaa	281-765-8351
Supermercado Famoso	713-238-2765
Librería *El Inteligente*	832-785-9742

¿Cierto o Falso?

Instrucciones: Indicate whether each statement is **cierto** or **falso**. Then correct the false statements.

Statements and Corrections	Cierto o Falso
1. There is a child in the household.	
2. To renew a prescription, you would dial 713-452-7854.	
3. If you wanted the exact time and information about the weather, you'd dial 713-895-9762.	
4. Papá probably works outdoors.	
5. This household probably orders a lot of Chinese food.	
6. If you had a toothache, you would dial 281-998-7623.	
7. You would dial 281-998-9076 to make a flight reservation.	
8. To find out if a best-selling book were in stock, you would dial 832-785-9742.	
9. If you needed information about aerobics classes, you would dial 281-345-2319.	
10. You would call **Cine Metro** to find out what time a movie starts.	

Instrucciones: Answer the last 2 questions in complete sentences.

11. What is the doctor's number?

_____

12. What is the bank's number?

_____

Estación de Audio

✏️ **Preparación**

1. Based on the photograph, what do you think Dr. Cavazos and Srta. Martínez are talking about?

2. How would you get the gist of their conversation based on what you know about Spanish?

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Instrucciones: Now you are going to hear Dr. Cavazos conversation with Srta. Martínez. List the familiar words and phrases each person says. Compare with a partner after the first hearing.

Dr. Cavazos	Srta. Martínez

1. Does the scene take place in the morning, afternoon, or evening? How do you know?

2. How many suitcases does Dr. Cavazos have?

Estación de Conversación

Instrucciones: With a partner, take turns asking questions about these television listings.

Modelo

Estudiante 1: **¿A qué hora es** el documental *Las computadoras*?

Estudiante 2: **Es a** las nueve en punto de la noche.

TV Hoy - Programación			
11:00 am	Telenovela: *La casa de la familia Díaz*	**5:00 pm**	Telenovela: *Tres mujeres*
12:00 pm	Película: *El cóndor* (drama)	**6:00 pm**	Noticias
2:00 pm	Telenovela: *Dos mujeres y dos hombres*	**7:00 pm**	Especial musical: Música folclórica de México
3:00 pm	Programa juvenil: *Fiesta*	**7:30 pm**	La Naturaleza: *Jardín secreto*
3:30 pm	Telenovela: *¡Sí, sí, sí!*	**8:00 pm**	Noticiero: *Veinticuatro horas*
4:00 pm	Telenovela: *El diario de la Sra. González*	**9:00 pm**	Documental: *Las computadoras*

Parte B

Instrucciones: With a partner, answer these questions based on your own knowledge. One person says the sentence and question while the other answers. Rotate each question.

1. Son las tres de la tarde en Nueva York. ¿Qué hora es en Los Ángeles?

2. Son las ocho y media en Chicago. ¿Qué hora es en Miami?

3. Son las dos menos cinco en San Francisco. ¿Qué hora es en San Antonio?

4. ¿A qué hora es el programa *Saturday Night Live*?

5. ¿A qué hora es el programa *The Voice*?

Objetivos:
- EP identificar la diferencia entre los sustantivos masculinos y femeninos.
- EP aplicar las reglas de género a los sustantivos.

I Can:
- ☐ Use nouns based on gender and quantity.
- ☐ Understand a short, familiar text.
- ☐ Make a comparison between the Hispanic community and my own.

Primeramente

Instrucciones: Answer the following questions in complete sentences.

1. What is the difference between *el chico* and *la chica*?

2. How many genders are used in Spanish?

3. Why do you think Spanish is gender based?

4. Why do you think English is not gender based?

Irregularidades con Sustantivos

Some Spanish nouns don't follow the general rule that feminine ends in -a and masculine ends in -o. Here is a list of irregular nouns.

-ista	Plural	Greek Words
• This is a masculine and feminine form. • Gender is indicated by the article. • *El turista / La turista*	• When a noun ends in a consonant, add an **-es**. • When a noun ends in -z, change the -z to a **-c** and then add-**es**. • *Lapiz -- Lapices*	• Some words are borrowed from Greek and use articles that are opposite of the endings. • *El mapa / la mano / el problema*

Artículos Definidos

The definite article in English is "the". This means that we're talking about a specific But in Spanish, as you already know, the articles have to match in gender and quantity. Therefore, there are 4 definite articles in Spanish.

	Masculino	Femenino
Singular		
Plural		

Artículos Indefinidos

The indefinite article in English is "a" or "an". It means that the object we're talking about is unknown or not specific. And in Spanish, there will be four variations (again) that reflect gender and quantity.

	Masculino	Femenino
Singular		
Plural		

Práctica Guiada

Instrucciones: If the word is singular, make it plural. If it is plural, make it singular.

1. el número _____

2. un diario _____

3. la estudiante _____

4. el conductor _____

5. unos turistas _____

6. los problemas _____

7. las nacionalidades _____

8. una fogotrafía _____

9. el mapa _____

10. la señora _____

Instrucciones: Provide a definite or indefinite article for each noun in the appropriate column.

¿el, la, los o las?	¿un, una, unos o unas?
_____ chica	_____ autobús
_____ chico	_____ escuelas
_____ maleta	_____ computadora
_____ cuadernos	_____ hombres
_____ lápiz	_____ señora
_____ mujeres	_____ lápices

Práctica Independiente / Tarea

Instrucciones: Read the following article about Spanish influence in the North America. Then answer the questions at the end.

Comida: La Comida Mexicana

La comida mexicana es muy popular en los Estados Unidos. Los tacos, las enchiladas, las quesadillas y los frijoles frecuentemente forman parte de las comidas de muchos norteamericanos. También (*Also*), son populares las variaciones de la comida mexicana en los Estados Unidos: el tex-mex y el cali-mex.

Comunidad: Hispanos en Canadá

En Canadá viven (*live*) muchos hispanos. Toronto y Montreal son las ciudades con mayor población hispana. La mayoría (*majority*) de ellos tienen (*have*) estudios universitarios y hablan una de las lenguas oficiales: inglés o francés. Los hispanos participan activamente en la vida cotidiana (*daily life*) y profesional de Canadá.

Preguntas de Comprensión

1. What do you think **comida** means (line 1)?

[ ]

2. What do you think **ciudades** means (line 4)?

[ ]

3. What are some dishes you've tried mentioned in the article?

[ ]

4. Have you ever visited a Hispanic community?

[ ]

5. Make a list of famous Hispanic people (5) from the United States or Canada.

[ ]

6. "Muchos hispanos en Canadá hablan _____ o francés."

[ ]

7. "Las quesadillas y las enchiladas son platos _____."

[ ]

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8. Complete the Venn diagram below with similarities (at least 2) and differences between the Hispanic community and your own.

Mi comunidad   La comunidad hispana

58
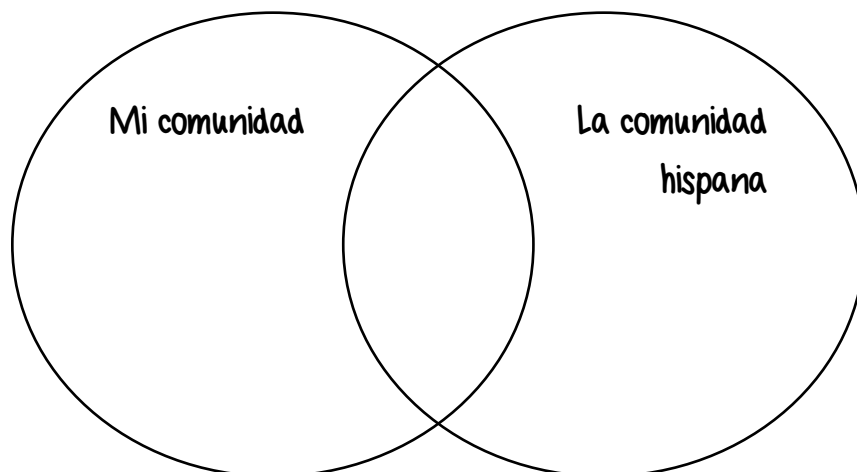
Objetivos: EP…
- E: aplicar la gramática de los géneros.
- L: identificar cognados y detalles sobre un texto familiar.
- A: identificar números en el audio.
- C: describir unas fotos con vocabulario sencillo y contestar preguntas familiares.

I Can:
- ☐ understand numbers in a short conversation.
- ☐ describe myself to others.
- ☐ give the time.
- ☐ describe characters in a short text.
- ☐ talk about familiar pictures using simple vocabulary.

Primeramente
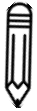
Instrucciones: Highlight the masculine words in yellow and the feminine words in green. Then categorize them into the appropriate gender categories.

Masculino

Femenino

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El camarero	El constructor
El cartero	La bombera
El mécanico	La periodista
La cocinera	El enfermero
La profesora	El carpintero
La panadera	La doctora
El pintor	La taxista
La policía	

Instrucciones: Match the masculine words with the appropriate feminine word.

1. el hombre _____

2. el turista _____

3. el niño _____

4. el medico _____

5. el dentista _____

a. la dentista

b. la niña

c. la mujer

d. la médica

e. la turista

Estación de Escritura

Instrucciones: Write a sentence that is the opposite of what is written. Follow the model.

Modelo: La chica es guapa. → <u>El chico es guapo.</u>

1. El hombre es inteligente.

2. La maestra no es antipática.

3. Las niñas son hermosas.

4. La dentista es morena.

5. El turista es cómico.

Instrucciones: Write a short story (3-5 sentences) about the following images. Think about descriptions, names, classes, times, etc.

_____

_____

_____

_____

_____

60

Estación de Lectura

Instrucciones: Read the following pen-pal letter and annotate as such –

    a) highlight vocabulary words you recognize.

    b) complete the graphic organizer with details about each person.

    c) write down 5 cognates and their English meanings in the *Cognates* box.

Querida Amiga:

    ¡Hola, amiga! ¿Cómo estás? Yo me llamo Cindy. ¿Cómo te llamas? Yo soy de Houston, Texas y yo tengo 14 años. Yo soy castaña y soy atlética. Yo soy parte del equipo de voleibol porque yo soy alta. Mis amigas son altas también. Ellas son guapas. Ellas están en la clase de matemáticas. Es la clase favorita de ellas. Mi amigo, Jeff, es bajo y él no es serio. Él es muy cómico. Él es de la Habana, Cuba. La clase favorita de Jeff es geografía. Nosotros somos inteligentes y a nosotros, nos gusta mucho la escuela.

¿De dónde eres, amiga? ¿Cuál es tu clase favorita en la escuela? ¡Adiós!

       -Cindy

Cindy	Amigas	Jeff	Cognates
			1. _____ / _____
			2. _____ / _____
			3. _____ / _____
			4. _____ / _____
			5. _____ / _____

Estación de Audio

Parte A

Instrucciones: You will hear ten numbers (twice). Circle the numbers that you hear in the box below.

44	36	100	98	70	67	80
14	8	67	54	45	76	34
63	72	24	18	26	30	21
82	60	71	55	39	97	65

Parte B

Instrucciones: Take 30 seconds to read over each sentence below. Match the sentences with the correct time.

1. Yo como una manzana (*apple*). _____

2. Yo voy a la escuela. _____

3. Nosotros dormimos. _____

4. Tú estás en la casa. _____

5. Miguel y Susana hablan por teléfono. _____

6. Mi mamá mira *The Voice*. _____

7. Yo leo mi libro. _____

8. La maestra empieza la clase de español. _____

9. Papá y mamá regresan a casa. _____

10. Amelia practica el piano. _____

a. 8:30 pm

b. 4:15 pm

c. 11:00 am

d. 3:45 pm

e. 7:00 pm

f. 10:00 pm

g. 6:45 pm

h. 7:40 am

i. 5:45 pm

j. 1:00 pm

Estación de Conversación
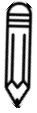
Parte A - Instrucciones: Without looking at the *Escritura* station, take 1 minute to brainstorm a short story for the images below. Then speak for at least 30 seconds with your partner on the story before switching roles.

Parte B - Instrucciones: Decide if you want to be Partner A or Partner B. Then follow the charts below with asking questions or responding to questions (do not answer them beforehand by writing anything!).

Partner A asks…	Partner B's response is…
¿Cómo eres?	
¿Qué hora es?	

Partner B asks…	Partner A's response is…
¿Eres cómico(a) o serio(a)?	
¿A qué hora es la clase de español?	

Objetivos:
- EP demostrar maestría por una prueba.
- EP definir y aplicar el vocabulario de la familia.
- EP describir su familia propia por la escritura y conversación.

I Can:
- ☐ write short descriptions of my family and friends.
- ☐ talk about my family and friends.

Primeramente

Instrucciones: Complete your family tree below. You should write your name in the box labeled "yo". If you do not have a particular relative, you can leave that space blank. You can also add more relatives if you would like!

| Grandpa | Grandma | | Grandpa | Grandma |

| Aunt / Uncle | Mom | Dad | Aunt / Uncle | Aunt Uncle |

| Brother/Sister | | Brother/Sister | | Cousin |

Cousin
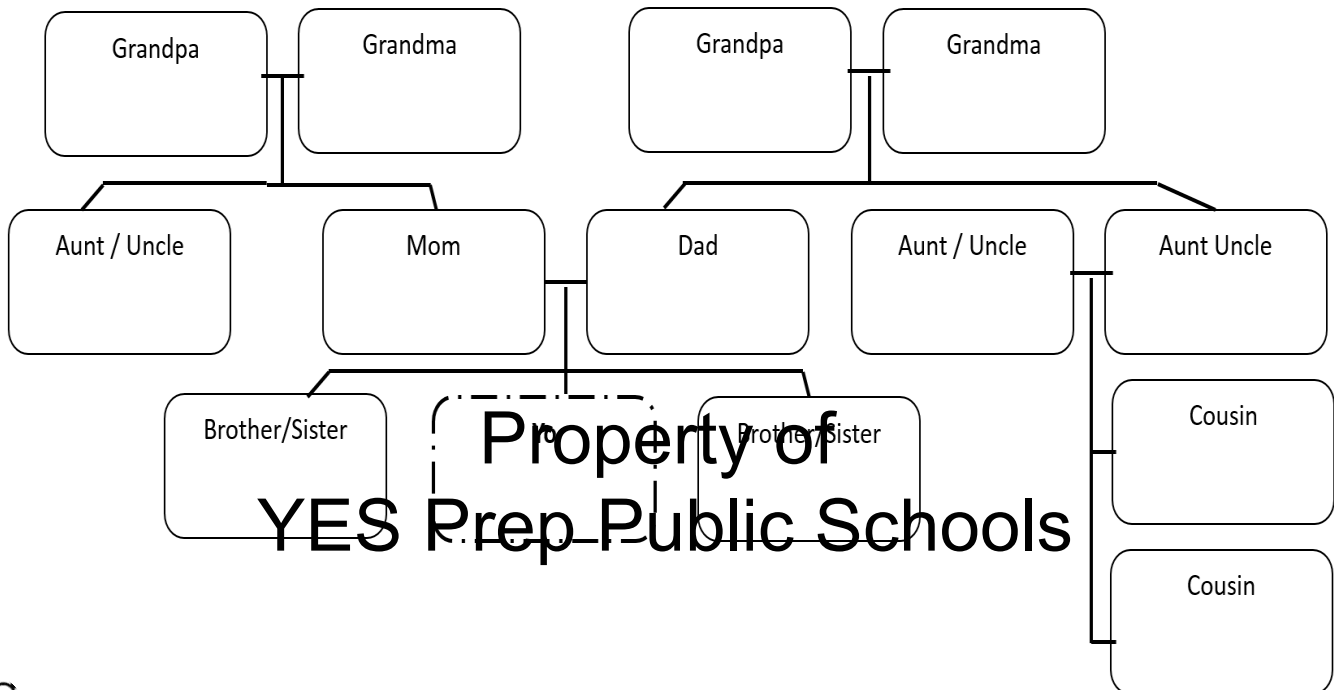
Extensión: What do you think this quote means? Why are trees used as metaphors for families?

_____

_____

_____

_____

_____

_____

_____

LA FAMILIA
ES COMO
LAS RAMAS
DE UN ÁRBOL
CADA UNO CRECE
EN OTRA DIRECCIÓN
PERO LAS RAÍCES
SON LAS MISMAS

La Familia

Instrucciones: Write the English meaning for each vocabulary word listed below. Use the photos to help you!
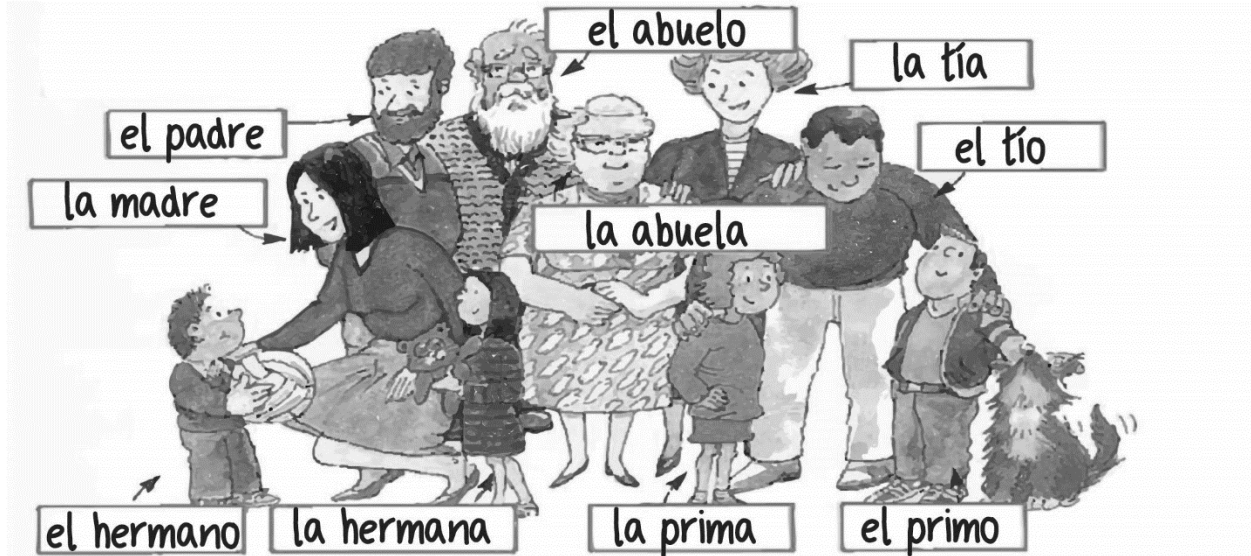
el padre		la tía	
la madre		el tío	
el abuelo		la abuela	
el hermano		la hermana	
la prima		el primo	

el hijo		el sobrino	
la hija		la sobrina	
criar		el nieto	
la nieta			

Práctica Guiada
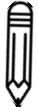
Instrucciones: With a partner, answer the questions in Spanish. The first one has been done for you.

1. *¿Quién es la abuela?* **_La abuela es la madre de mi madre._**

2. ¿Quién es el abuelo? _____

3. ¿Quién es el tío? _____

4. ¿Quién es el primo? _____

5. ¿Quién es el nieto? _____

6. ¿Quién es la tía? _____

7. ¿Quién es la sobrina? _____

8. ¿Quién es el hermano? _____

9. ¿Quién es el padre? Property of _____

10. ¿Quién es la prima? YES Prep Public Schools

Instrucciones: Describe each of your family members listed below to your partner. Think about characteristics and their relationship to you and other members.

Modelo – Madre: Mi madre es baja y Hermosa. Ella es la hija de mi abuela y mi abuelo.

Padre   Prima   Hermano   Abuela

66

Práctica Independiente

Instrucciones: Using the family chart below, answer each question in complete sentences.

La Familia Ramírez

Jorge — casados — Elena

Angélica — casados — Roberto   Angélica — casados — Diego

Pedro   Sofía   Vicente   Carolina

Property of

YES Prep Public Schools
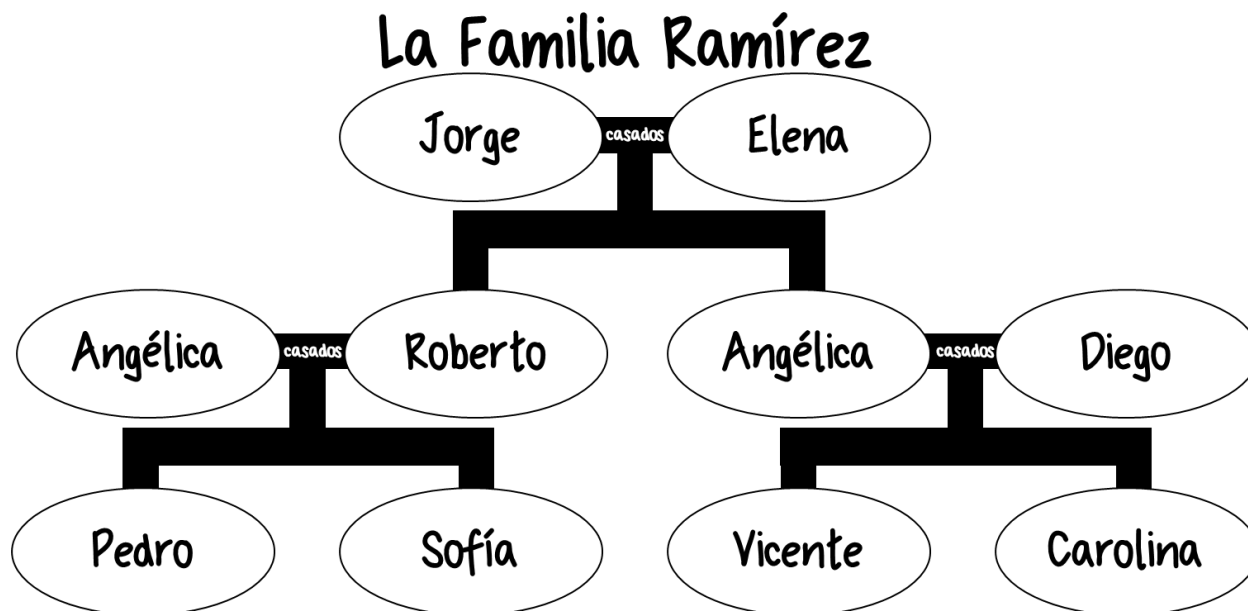
1. ¿Quién es la madre de Sofía?

5. ¿Quién es la tía de Sofía?

2. ¿Quién es la prima de Vicente?

6. ¿Quiénes son los nietos de Elena?

3. Diego es el _____ de Pedro.

7. Hay _____ miembros en la familia Ramírez.

4. Carolina es la _____ de Jorge.

Tarea

Complete 50 HOMBRE points over the Family Vocabulary words. Due Tuesday!

Primeramente

Instrucciones: Completa la oración, indicando la relación de los miembros de la familia. Complete the sentence by stating the relationship between relatives.
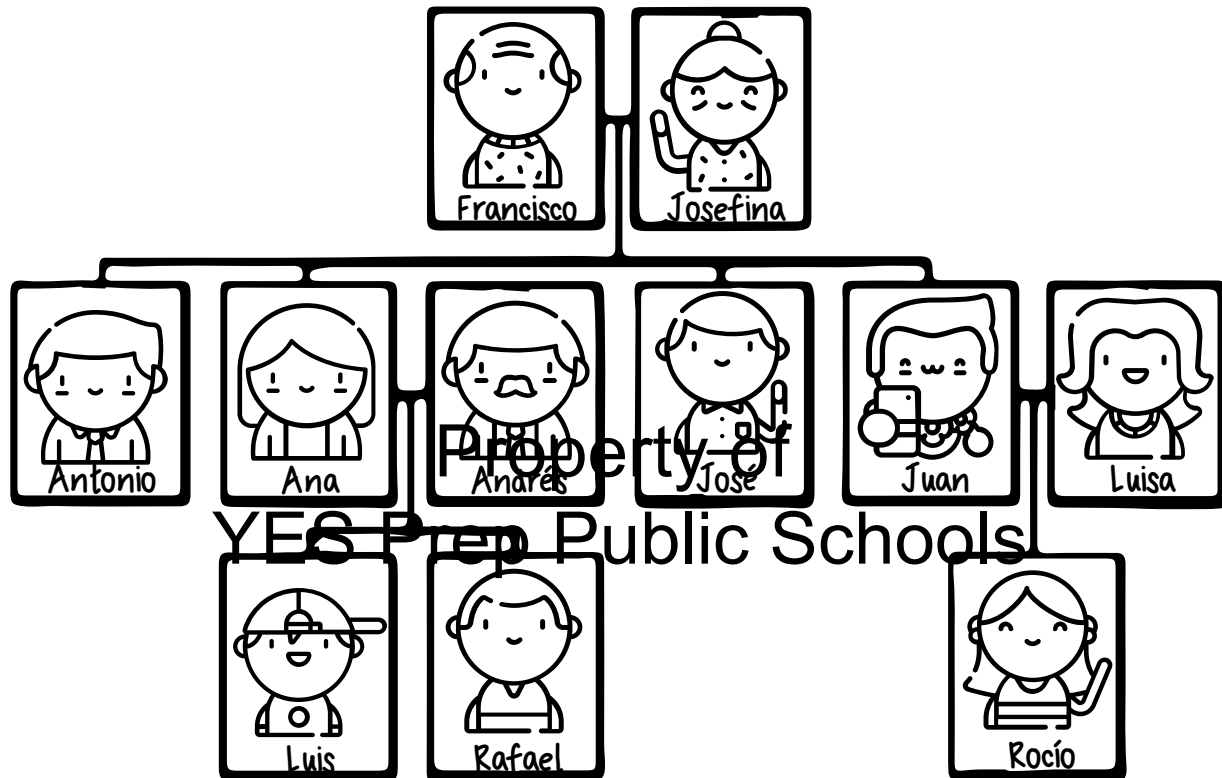
1. Francisco es el _____ de Rocío.

2. Juan es el _____ de Rocío.

3. Rocío y Rafael son _____.

4. Juan es _____ de Josefina.

5. Luis y Rafael son _____.

6. Luisa es la _____ de Rafael.

Los días de la semana

Instrucciones: Fill out the chart below with the names of the days of the week in Spanish.

> The Week:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Práctica Guiada

Instrucciones: Complete each statement with the correct day of the week.

1. Hoy es martes. Mañana es _____. Ayer fue (*Yesterday was*) _____.

2. Ayer fue sábado. Mañana es _____. Hoy es _____.

3. Mañana es viernes. Hoy es _____. Ayer fue _____.

4. Ayer fue domingo. Hoy es _____. Mañana es _____.

5. Hoy es jueves. Ayer fue _____. Mañana es _____.

6. Mañana es lunes. Hoy es _____. Ayer fue _____.

> Hoy = Today
>
> Mañana = Tomorrow
>
> Ayer = Yesterday

Frases con la fecha

> ¿Cuál es la fecha de hoy?   What is today's date?

> Hoy es _____ de _____   *Today is the _#_ of _month_*

Los Meses del Año

enero

febrero

marzo

abril

mayo
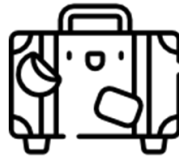
junio

julio

agosto
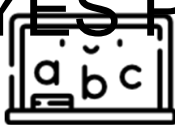
septiembre

octubre

noviembre

diciembre
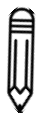
Parte A - Instrucciones: Write the following dates in Spanish.

1. ¿Cuál es la fecha de hoy?

_____

2. ¿Cuál es la fecha de mañana?

_____

3. ¿Cuál es la fecha de tu nacimiento (*your birthday*)?

_____

Remember! The dates are always written DAY of MONTH of YEAR.

Las estaciones del año

Instrucciones: Write the correct season for each image below.

Práctica guiada
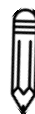
Instrucciones: With a partner, answer the questions in complete sentences.

1. ¿En qué estación es mayo?

_____

2. ¿En qué estación es diciembre?

_____

3. ¿En qué estación es julio?

_____

4. ¿En qué estación es octubre?

_____

5. ¿En qué estación es febrero?

_____

6. ¿En qué estación es junio?

_____

Práctica Independiente / Tarea

Instrucciones: Complete activities A-E over months, days, and seasons.

A. Write the Spanish word for the following.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

B. Unscramble each word and **write its English definition below it**.

JEEVUS

RAMSET

CTROBUE

NESLU

SEEETRIPBM

JINOU

NEESIVR

LAIBR

OREEN

GIDMONO

TASGOO

REEBIDMIC

MIÉROSELEC

ZRAOM

AOYM

SÁDOBA

FEBREOR

BEERMNOVI

LIUJO

C. Fill in the puzzle with the Spanish word for each English clue.
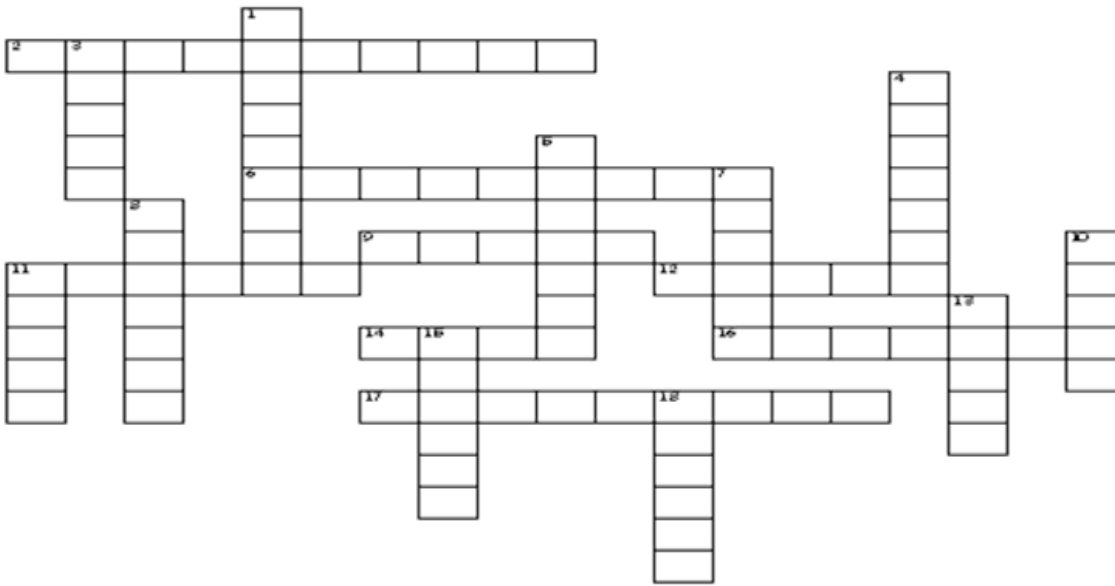
D. Write the month that is represented by each picture.

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E. In the puzzle find the Spanish word for each of the English words below.

```
F H E S E N U L S O C G F Z H
M A R Z O D H C E Y G F E O N
T Q B I R J O Y P A F R B D A
L S M J U L J M T M B J R A G
I S E L O C R É I M H U E B O
R P I V O R E N E N V N R Á S
B O C H E D B I M L G I O S T
A S I J H U V N B J Z O Q F O
I L D G G O J W R M A R T E S
V I E R N E S F E R B U T C O
```

☆ April
☆ August
☆ December
☆ February
☆ Friday
☆ January
☆ July
☆ June
☆ March
☆ May

☆ Monday
☆ November
☆ October
☆ Saturday
☆ September
☆ Sunday
☆ Thursday
☆ Tuesday
☆ Wednesday

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Objetivo:
- EP definir y aplicar el vocabulario de las profesiones.

I Can:
- ☐ describe my family's occupations.
- ☐ write my class schedule.

Primeramente

Parte A

Instrucciones: Tell what day each event happens.

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |

1. El partido de tenis es el _____.

2. La fiesta de Juan y María es el _____.

3. La cita con el dentista es el _____.

4. Su programa de televisión favorita es el _____.

5. El picnic es el _____.

6. El examen de español es el _____.

7. Ellos comen tacos en restaurante el _____.

Parte B

Instrucciones: In Spanish, write out which classes you have during the given times on the given days below.

lunes	martes	miércoles	jueves	viernes
8:00 AM	3:00 PM	10:30 AM	12:15 PM	9:00 AM

Las Profesiones (Ocupaciones)
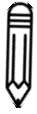
Instrucciones: Write the English translation for each profession below based on the image.

el cura	
el fotógrafo	
el juez	
la abogada	
el policía	
la periodista	
la cajera	
el comerciante	
la diseñadora	
el soldado	
el marinero	
el peluquero	
la modelo	
el basurero	
el taxista	

el piloto	
la azafata	
el camionero	
el bombero	

la abogada

el policía

el juez

la periodista

el cura

la cajera

el fotógrafo

el comerciante

el soldado

el peluquero

la modelo

el marinero

el basurero

el taxista

el piloto

la azafata

el camionero

el bombero
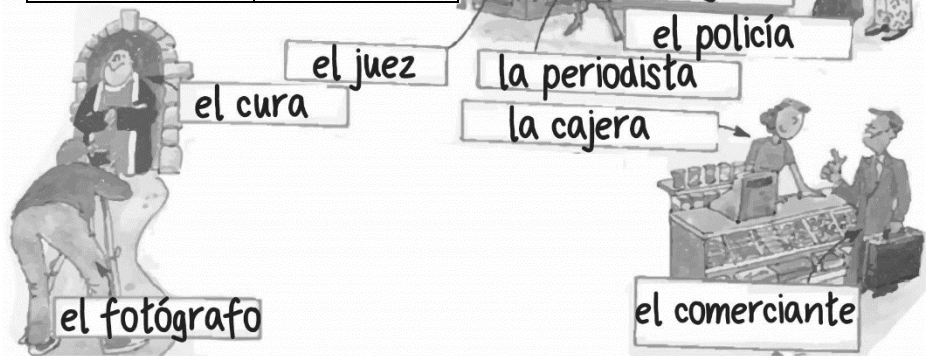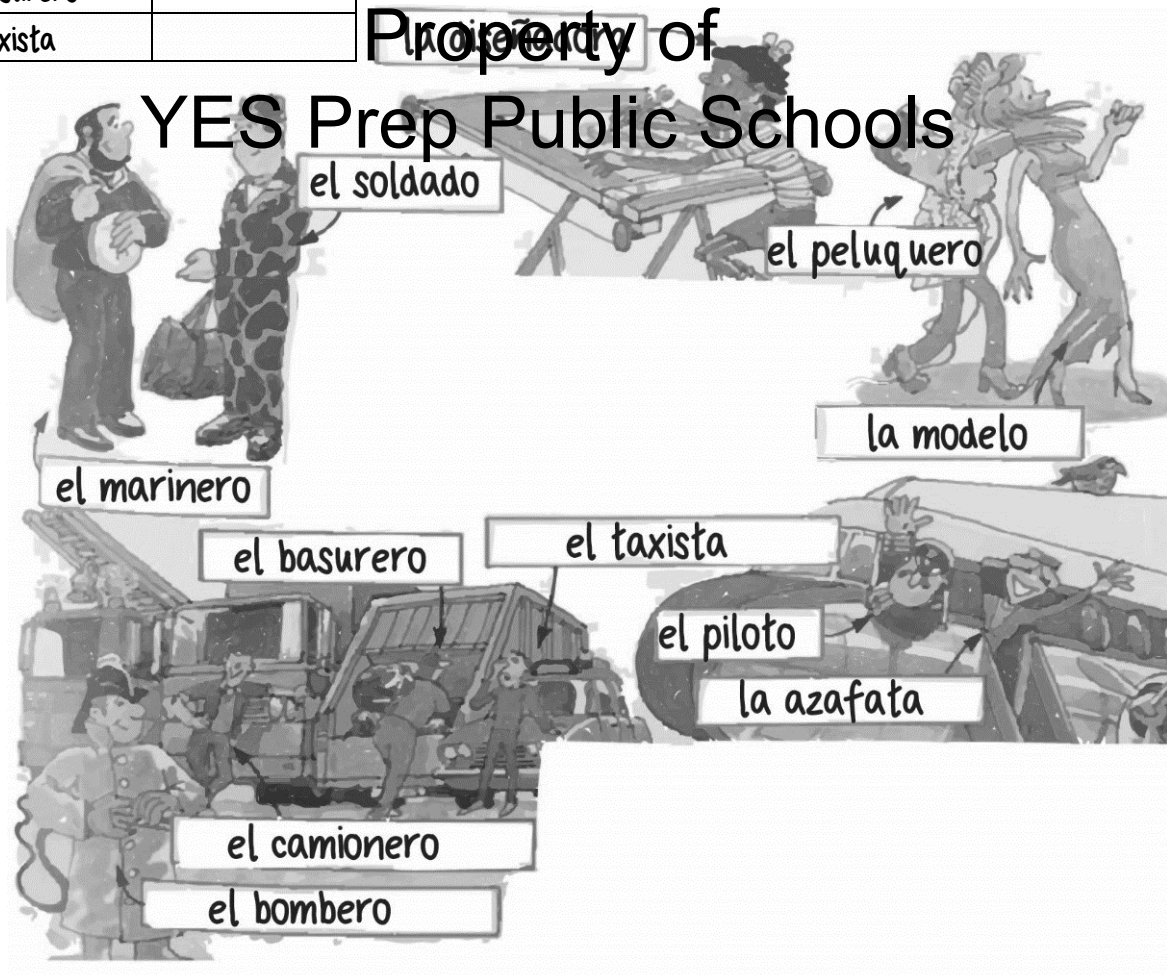
Instrucciones: Many professions in Spanish are cognates – meaning they look like and mean the same thing in English. With a partner, figure out these professions below!

Español	Inglés
El dentista	
El doctor	
El profesor	
El maestro	
El enfermero (enfermedad = illness)	
El ingeniero	
El cocinero (cocinar = to cook)	
La psiquiatra	
El arquitecto	
El estudiante	
El actor / la actriz	
El pintor	
El cantante (cantar = to sing)	
El mecánico	
El cartero (cartas = letters / mail)	

Instrucciones: Escribe el femenino de las siguientes profesiones

Masculino	Femenino
El bombero	
El cocinero	
El constructor	
El doctor	
El enfermero	
El carpintero	
El profesor	
El camarero	
El policía	
El taxista	
El mécanico	
El periodista	
El cartero	
El panadero	

Práctica Independiente / Tarea
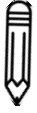
Instrucciones: Complete the crossword puzzle with the translations of the clues below (all masculine endings).

Across

5 – architect

6 – dentist

7 – sailor

10 – soldier

12 – nurse

14 - photographer

Across

1 – engineer

2 – lawyer

3 – professor

4 – hairdresser

8 – taxi driver

9 – firefighter

11 – pilot

12 - police

Objetivos: EP…
- E: describir las características de su familia.
- L: identificar detalles de un texto familiar y escribir la idea principal.
- A: transcribir frases familiares en oraciones completas.
- C: describir imágenes utilizando vocabulario familiar.

I Can:
- ☐ fill out a simple form.
- ☐ describe my family and myself.
- ☐ read a simple text with familiar phrases.
- ☐ understand familiar words and phrases in a conversation.
- ☐ describe images using familiar vocabulary.

Primeramente

Instrucciones: Try your best to complete this form below. Pay attention to clues and use your background knowledge of what a form might typically ask.

Solicitud de empleo
Llenar la solicitud con letra legible y de molde

Fotografía reciente
tamaño infantil
2.5cm x 3 cm

Fecha	Puesto solicitado	Sueldo deseado

Datos personales

Apellido paterno	Apellido materno	Nombres	Edad
Domicilio	Colonia	Código postal	Teléfono	Móvil
Lugar de nacimiento	Fecha de nacimiento	Nacionalidad	Sexo O Masculino O Femenino

Vive con: O Sus padres O Familiares O Parientes O Amigos O Solo | Estatura | Peso

Personas que dependen de usted O Hijos O Cónyuge O Padres O Otros | Estado Civil O Soltero O Casado O Otro

Extensión: Answer the questions in complete sentences.

1. Is this a medical form or an application for work?

3. How many last names are common in the Hispanic community?

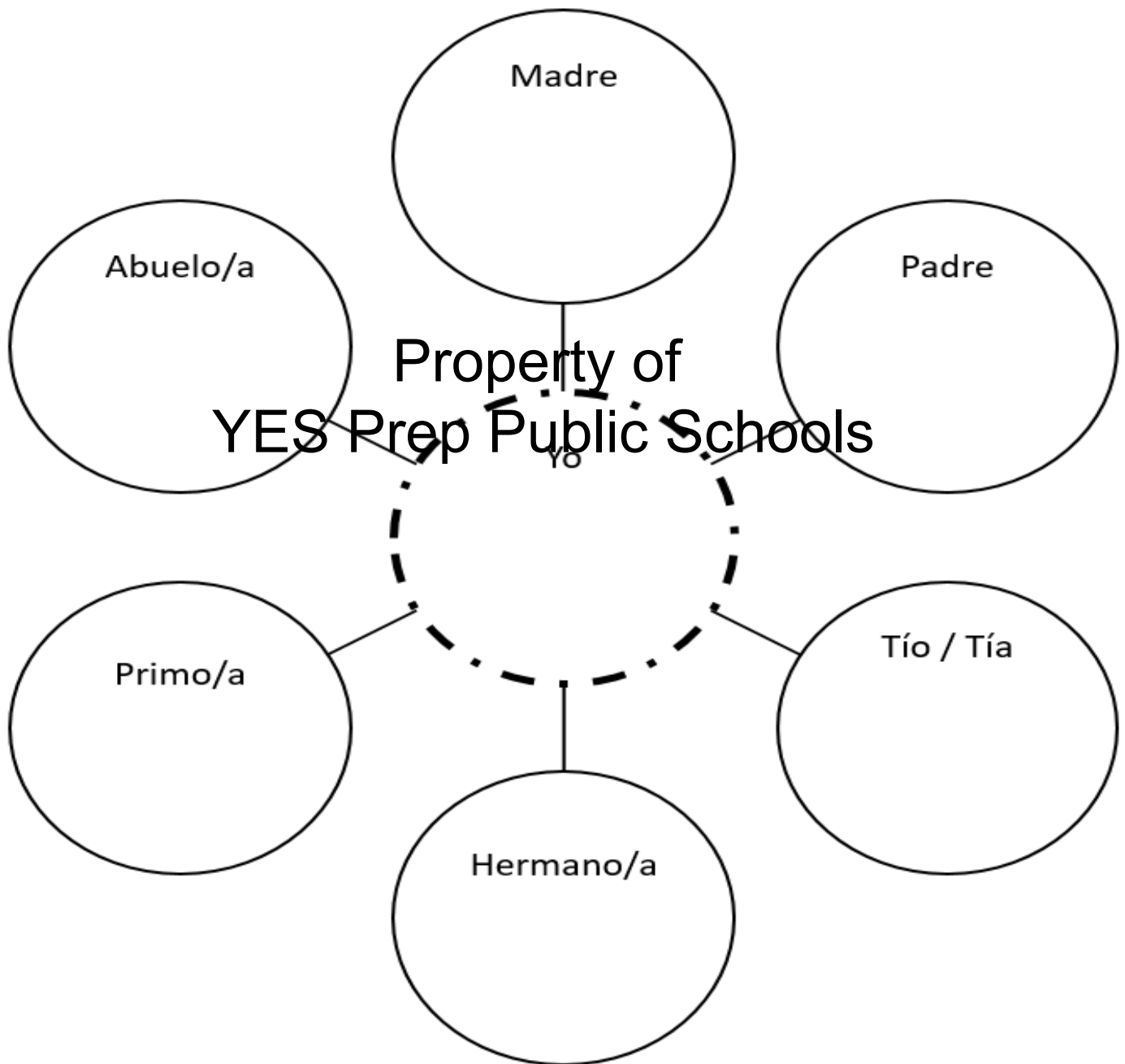2. What goes in the top right corner of this form?

4. What do you think *nacimiento* means?

Estación de Escritura

Instrucciones: Complete the diagram below with information about your family! Think about the following descriptions: physical, characteristics, occupation, nationality, etc.

Madre

Abuelo/a

Padre

Yo

Primo/a

Tío / Tía

Hermano/a

Estación de Lectura

Instrucciones: Read the following passage about Josefina's family. Annotate as such:

   a) higlight vocabulary words you recognize: family, descriptions, occupations, dates, etc.

   b) draw an image in each empty box representing that section.

   c) complete the graphic organizer with details from the passage.

La Famila de Josefina

¡Hola! Me llamo Josefina. Yo soy de España. Yo vivo (live) en el norte de España, en una ciudad pequeña que se llama Finisterre. Finisterre tiene su nombre porque la ciudad es el "Fin de la tierra". ¿Sabe lo que significa? Nuestra ciudad está en la costa… y no hay nada más después de nuestra ciudad (*Do you know what this means? Our town is on the coast and there is nothing after it*). ¡Es el "Fin del mundo!"

En las familias españolas las personas siempre son muy unidas. Para mi familia, los domingos son muy importantes. ¡Toda la familia va (*goes*) a la casa de mi abuela en la tarde y ella hace (*makes*) mucha comida para todos!

La abuela cocina (*cooks*) mucho pan y siempre hay muchas bebidas. También, mi abuela cocina paella porque es la favorita de toda la familia. Finisterre está en la costa, entonces hay muchos peces (*fishes*) para cocinar la **paella**. Toda la familia se la pasa muy bien en la casa de la abuela. Mi madre, mi padre, mis hermanos, mis tíos, tías, primos, y primas son muy divertidos. Una tradición importante es pasar tiempo (*time*) en familia en la casa de la abuela

paella

Instrucciones: Answer the following questions in complete sentences. Look for the <u>underlined vocabulary words</u> in the passage and that's where your answer will be!
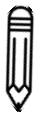
1. ¿Dónde <u>vive</u> <u>Josefina</u>?

_____

2. ¿Qué <u>cocina</u> la <u>abuela</u> de Josefina?
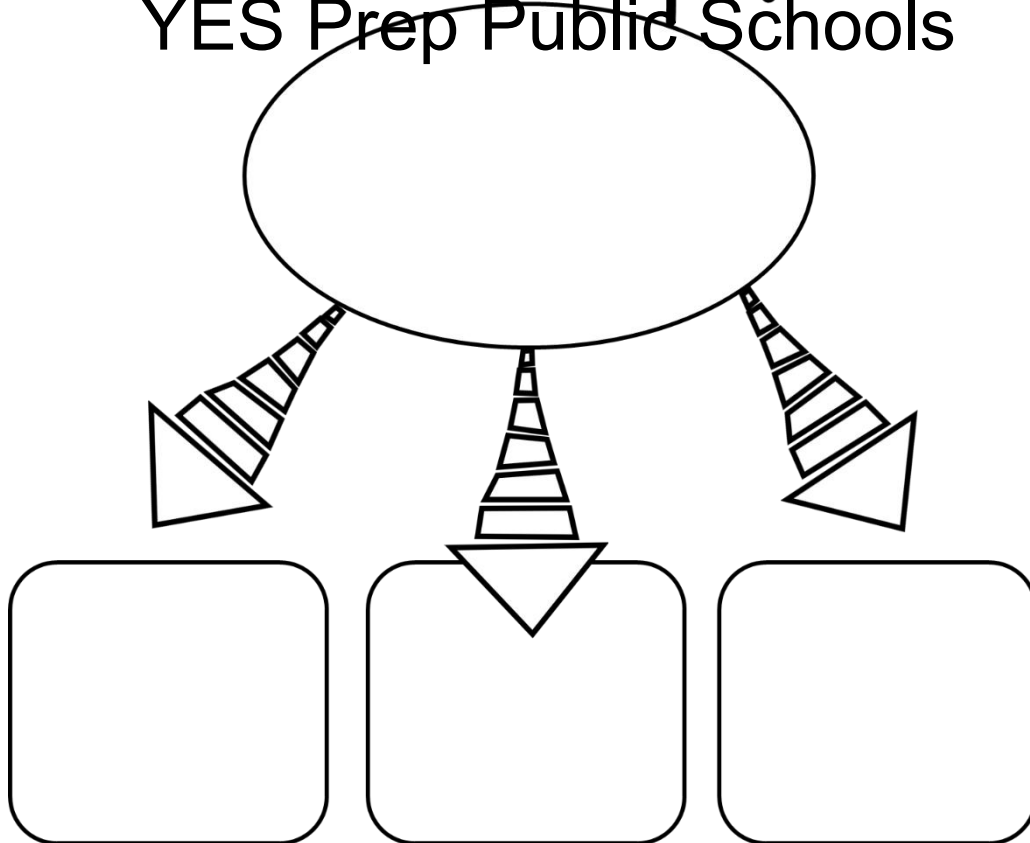
_____

3. ¿Quiénes <u>visitan</u> a la <u>abuela</u> los <u>domingos</u>?

_____

4. ¿Cuál <u>tradición</u> es muy <u>importante</u> para la familia de Josefina?

_____

5. What is **paella**? (look at the image!)

_____

Instrucciones: Write the main idea in English. Then write 3 details from the reading (in Spanish) supporting your main idea.

Idea Principal

Detalles

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Estación de Audio

Instrucciones: You will hear each phrase twice. Write down (Transcribe) exactly what you hear.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Extensión – Which words are difficult to spell for you? Try spelling them below.

Estación de Conversación

Instrucciones: In Spanish, describe the following family members to your partner for 3 minutes. Then switch roles.
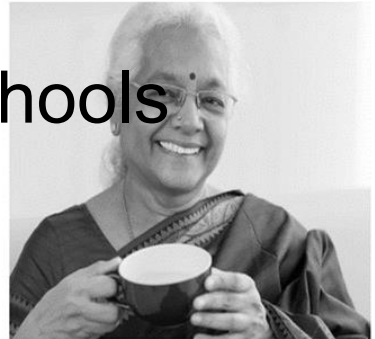
Madre

Padre

Hermanos

Hermanas

Tío
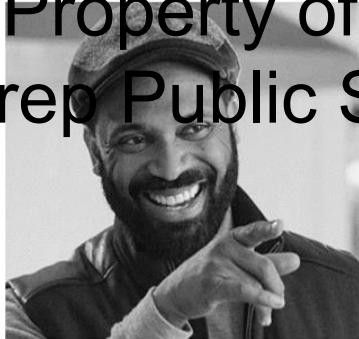
Abuela

Extensión: Take turns answering these questions.

1. ¿Cómo se llama tu mamá?

2. ¿Cómo se llama tu abuelo?

3. ¿Cuántas personas hay en tu familia? (*Answer needs to be a number!*)

Objetivos:
- EP definir y aplicar el vocabulario y la gramática de la semana a través de las modalidades.

I Can:
- ☐ ask for and tell someone my number.
- ☐ tell someone my age and birthday.
- ☐ write about my age and birthday.

Primeramente

Instrucciones: Complete the following sentences with the correct conjugation of the verb SER.

1. Ella _____ inteligente.

2. Tú _____ un estudiante en YES Prep.

3. Él _____ mi maestro favorito.

4. Mi madre _____ ingeniera de Chevron.

5. Nosotras _____ de Argentina.

6. Lionel Messi y Maradona _____ atletas de fútbol.

7. Yo _____ moreno.

Número de Teléfono
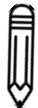
Instrucciones: Fill in the vocabulary phrases using the word bank below

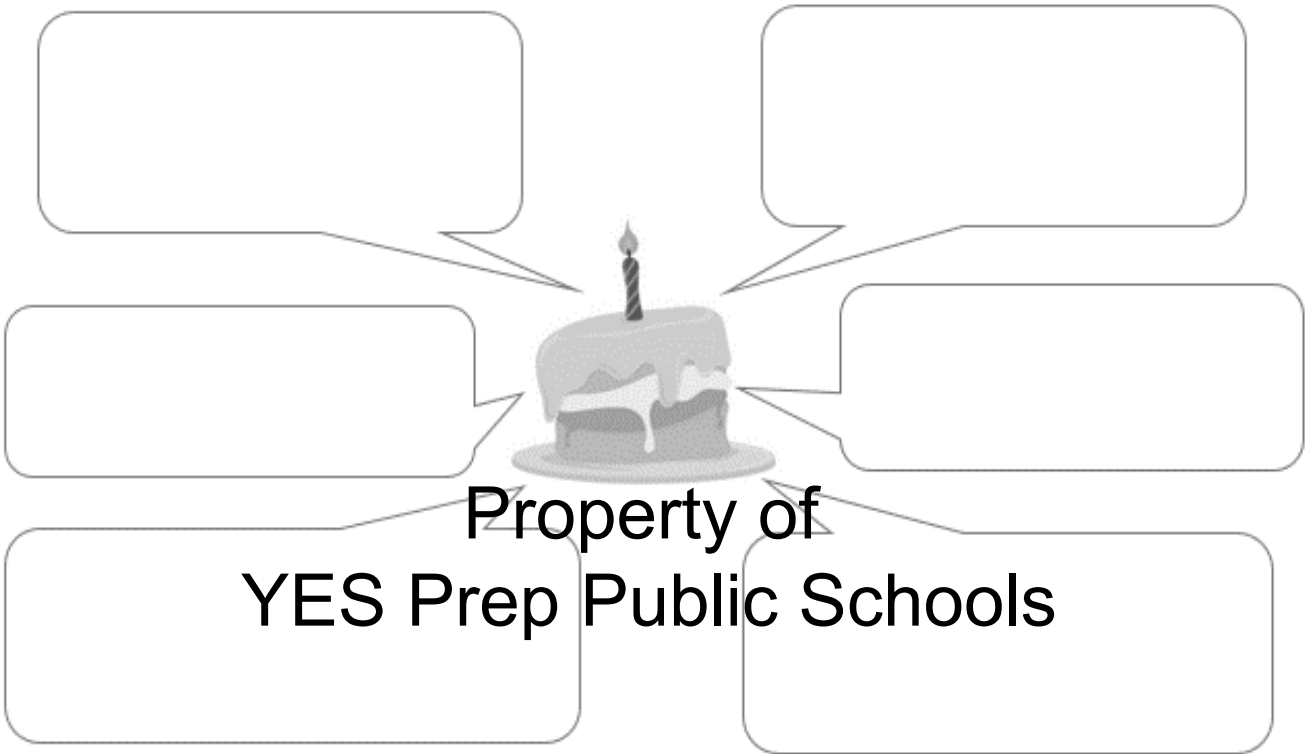| What is your number?	My number is…	What is his/her number?	His/Her number is…

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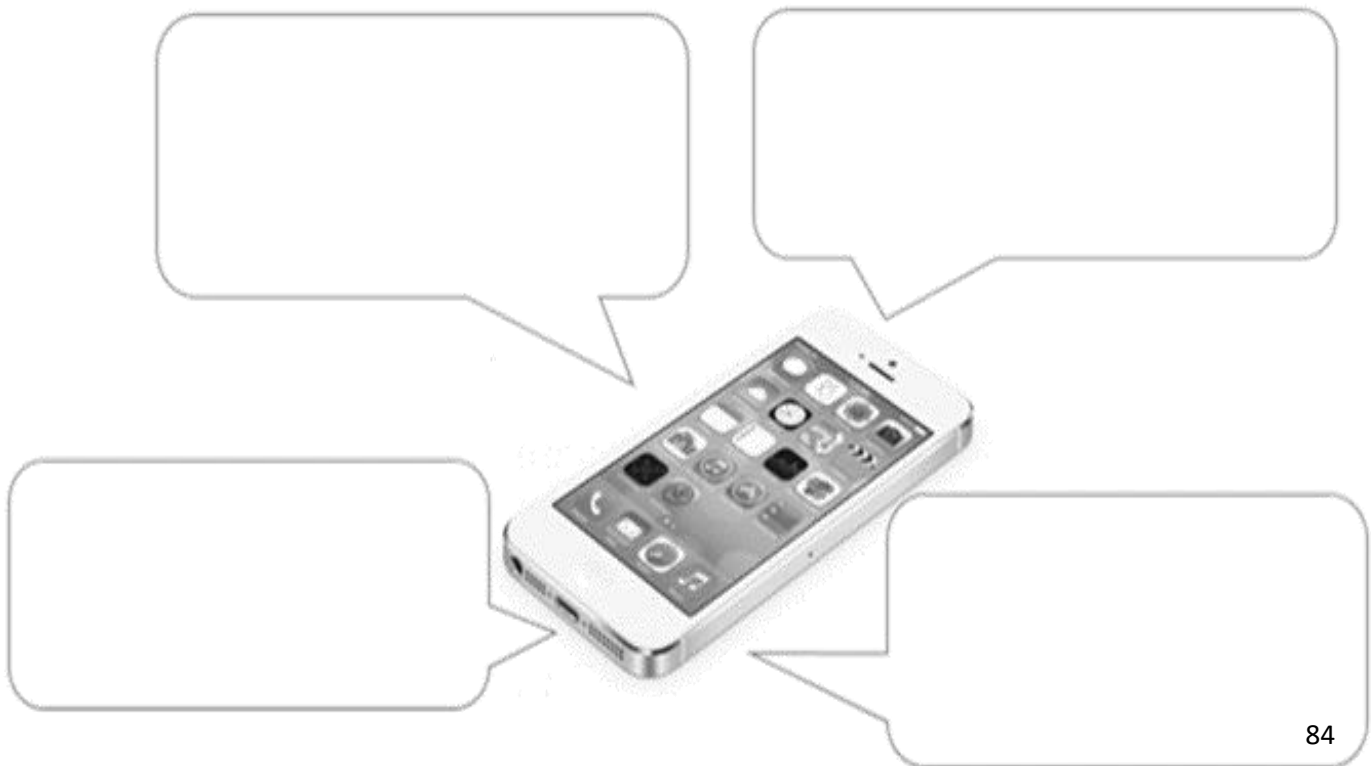
Los Cumpleaños
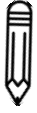
Instrucciones: Fill out the vocabulary phrases using the word bank below.

My birthday is…	When is your birthday?	When is his/her birthday? His/her birthday is…
I am ___ years old.	How old are you?	How old is __? __ is __ years old.

Instrucciones: Match the correct response for each question using the vocabulary you just learned.

1. ¿Cuál es tu fecha de cumpleaños? _____

2. ¿Cuál es el teléfono de Jorge? _____

3. ¿Cuántos años tiene él? _____

4. ¿Cuál es tu número de teléfono? _____

5. ¿Cuál es el teléfono de Sandra? _____

6. ¿Cuál es tu edad? _____

7. ¿Cuál es la edad de Melisa? _____

a. El número de ella es 512-874-3527.

b. Yo tengo 15 años.

c. Su edad es 19 años.

d. Mi cumpleaños es el 7 de julio.

e. Él tiene 14 años.

f. Mi número es 832-896-0053.

g. El teléfono de él es 713-456-9087.

Tener

Yo	Nosotros
Tú	Vosotros
Él/Ella	Ellos/Ellas

Instrucciones: For each image, write a complete sentence with a **PRONOUN** (one of the choices above), the verb **TENER** (make sure it's conjugated correctly), and an **AGE**.

40 años	30 años
22 años	9 años

Instrucciones: Provide the appropriate form of TENER in the blank.

1. Ellos _____ dos hermanos.

2. Yo _____ una hermana.

3. El artista _____ veinte años.

4. ¿Cuántos años _____ tú?

5. ¿Cuántos años _____ tu mamá?

6. Diana y Elena _____ trece años.

Expresiones con TENER			
Tener calor	*To be hot*	Tener prisa	*To be in a hurry*
Tener cuidado	*To be careful*	Tener razón	*To be right*
Tener frío	*To be cold*	Tener sed	*To be thirsty*
Tener hambre	*To be hungry*	Tener sueño	*To be tired*
Tener miedo	*To be scared*	Tener suerte	*To be lucky*

TENER que + infinitive
To express an obligation
¿Qué tienes que estudiar hoy?
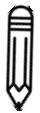What do you have to study today?

TENER ganas de + infinitive
To express feeling like doing something
Tengo ganas de dormir.
I feel like sleeping

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Práctica Independiente

Instrucciones: Write complete sentences using the verb TENER.

Modelo: *Ustedes / tener / un lápiz → Ustedes tienen un lápiz.*

1. Nosotros / tener / mucho trabajo.

_____

2. Ellas / tener / veintidos años.

_____

3. Tú / tener / muchos amigos.

_____

4. Él / tener / nueve chocolates.

_____

5. Yo / tener / doce años

_____

Tarea

Instrucciones: Begin writing about your family members below. Be as detailed as possible! Use the following questions as guideline.

- ¿Cómo se llama?
- ¿Cómo es?
- ¿Cuántos años tiene? / ¿Cuál es su edad?
- ¿Cuál es la fecha de cumpleaños?
- ¿Cuál es su número de teléfono?
- ¿A qué se dedica? / ¿Cuál es su profesión?

Madre	Padre

Hermano/a	Tío/a

Primo/a	Mascota (pet)

Primeramente

Instrucciones: Answer the following questions in Spanish using the images provided to guide your answers.

¿Cuántos años tiene Rosa?	¿Cuál es la fecha de cumpleaños de María?	¿Cuál es su número de teléfono?
	FEBRUARY 28	SICP ... CUPÓN $100 TEL. (81)2235-7271 CEL. 811-004-7826
¿De dónde eres?	¿Cómo se llama ella?	¿Cómo es tu primo?

El Clima

El Clima

VS

El Tiempo

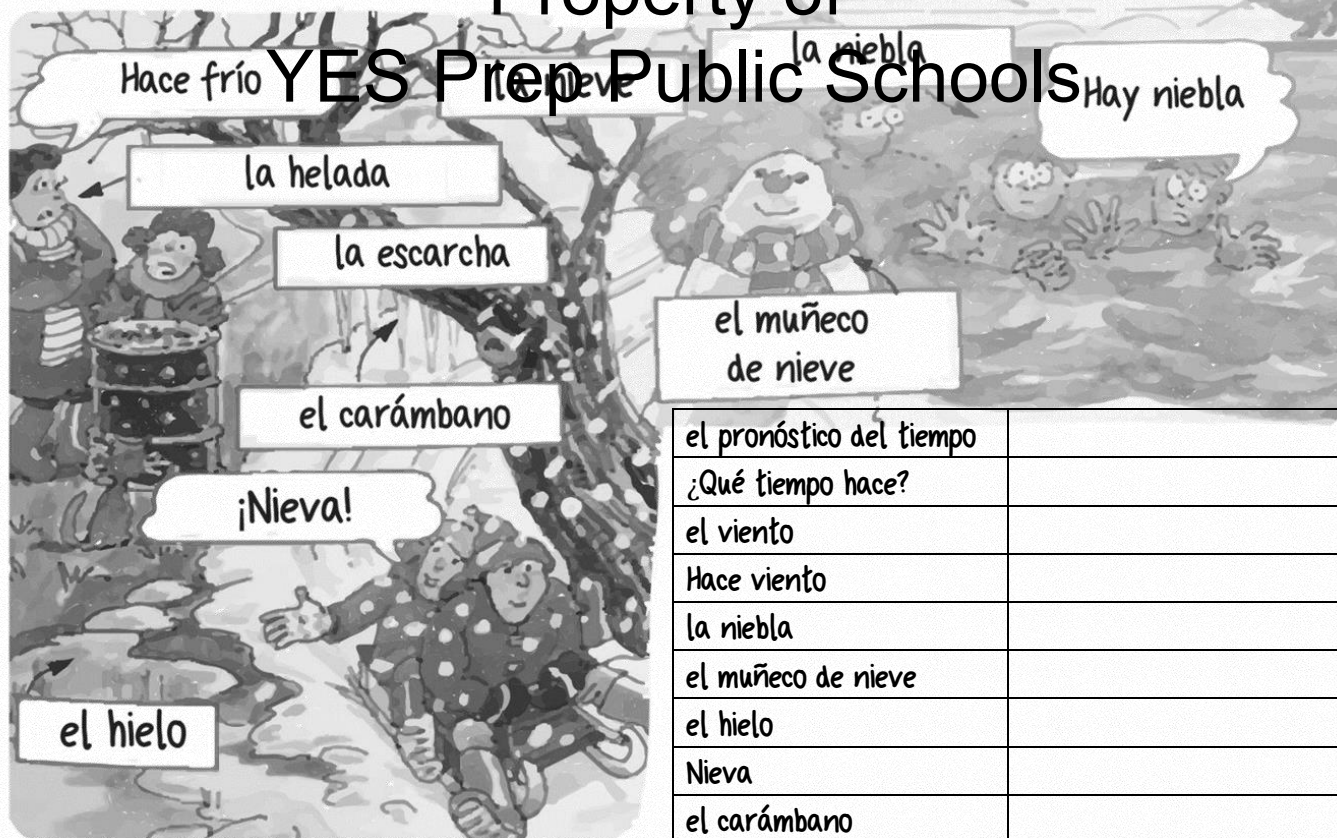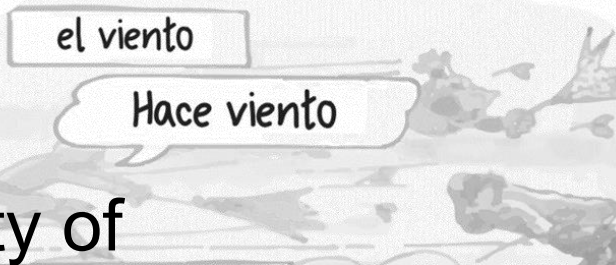Describes general weather in a particular location

Describes general weather that is currently happening in a particular location

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Vocabulario

Instrucciones: Write the English translations of the bolded vocabulary words. Use the pictures to help you!

Hace buen tiempo		el pronóstico del tiempo	
El sol brilla			
Tengo calor		¿Qué tiempo hace?	
el clima			

el clima

el pronóstico del tiempo

¿Qué tiempo hace?

Hace buen tiempo

El sol brilla

el enterrado

Tengo calor

el viento

Hace viento

Hace frío

la nieve

la niebla

Hay niebla

la helada

la escarcha

el carámbano

¡Nieva!

el hielo

el muñeco de nieve

el pronóstico del tiempo	
¿Qué tiempo hace?	
el viento	
Hace viento	
la niebla	
el muñeco de nieve	
el hielo	
Nieva	
el carámbano	

Otro Vocabulario

Español	Inglés	Español	Inglés
Está nublado.	It's cloudy.	Hace lluvia. Está lloviendo.	It's raining.
Hace sol. Está soleado.	It's sunny.	Hace buen / mal tiempo.	It's good / bad weather.
La temperatura	The temperature	La tormenta	The storm.

Práctica Guiada: *¿Qué tiempo hace?*

Instrucciones: With a partner, write a sentence in Spanish using the vocabulary word that best matches the image.

Conversación

Instrucciones: With a partner, describe each country's weather. Be creative with your answers, and be ready to share with the class!

Argentina

Costa Rica
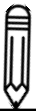
República Dominicana

España

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Instrucciones: Ask your partner how the weather is for each month and record their answer.

Modelo –   *Estudiante A: ¿Cómo es el tiempo en abril?*

Estudiante B: En abril, hace lluvia.

enero	noviembre	julio	mayo	marzo

Práctica Independiente / Tarea

Instrucciones: Read the "Análisis del Pronóstico" before you begin analyzing the *pronóstico del tiempo* for the following city.

Análisis de las Infografías

When you are reading authentic texts or data, follow these steps to ensure you're understanding the meaning of the text:

1. **Identify cognates** – do you recognize words that look / sound like English?
2. **Look at the pictures** – what can you guess the topic is by looking at the pictures?
3. **Identify vocabulary words** – what Spanish words do you recognize from our vocabulary practice?

Capital: Madrid (altitud: 657 m)
Latitud: 40° 24' 30" N - **Longitud:** 3° 41' 15" O - **Posición:** Ver localización
Zona de avisos: Metropolitana y Henares

Descargar XML de la predicción detallada de Madrid [XML]

vie 28	sáb 29				dom 30		lun 01		mar 02	mié 03	jue 04
18–24 h	00–06 h	06–12 h	12–18 h	18–24 h	00–12 h	12–24 h	00–12 h	12–24 h			
9°C	8°C	10°C	13°C	10°C							

Probabilidad de precipitación

| 75% | 100% | 100% | 100% | 40% | 20% | 65% | 0% | 0% | 0% | 0% | 0% |

Cota de nieve a nivel de provincia (m)

| 1500 | 1400 | 1500 | 1800 | 1800 | 1600 | 1800 | | | | | |

Temperatura mínima y máxima (°C)

| 4 / 16 | 8 / 13 | | | | 8 / 16 | | 5 / 19 | | 7 / 24 | 10 / 27 | 11 / 29 |
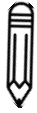
Instrucciones: Using the *pronóstico del tiempo*, answer the following questions in Spanish or English (depending on the question).

1. For what city and country is this weather forecast?

_____

2. ¿Cómo es el clima el sábado a las 9:00 am?

_____

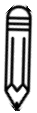3. ¿Cuándo está soleado?

_____

4. ¿Cómo es el clima el 4 de mayo?

_____

5. What is the temperature high for Sunday?

_____

6. ¿Cómo es el clima en la tarde el lunes?

_____

7. ¿Por cuántos días hace lluvia?

Property of

_____

8. ¿Cuándo está nublado?

YES Prep Public Schools

_____

9. Which day has the lowest temperature possibility?

_____

Instrucciones: Complete the Venn Diagram below with weather similarities (at least 2) and differences (at least 2) between this city and your hometown (think about your current weather for this week).

How does this city compare to Houston?

Mi ciudad   La ciudad hispana

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REQUIRED

SAMPLES

AQR SECTION A

Name:		Date:	
Campus:		Proctor:	
Teacher:		Homeroom:	

YES Prep Public Schools
Fall Common Assessment
AQR, November 2018
Section A: 45 Minutes

REQUIRED SAMPLE

AQR SECTION B

Honor Code Statement

I,_____ agree to abide by the YES Prep Public Schools Honor Code. I will act with integrity and will not lie, cheat or steal. My answers on this test represent my own knowledge.

Required materials: pencil, testing booklet, answer document, provided reference materials, and a graphing calculator (allowed for all sections).

Check box(es) as applicable before administering exams to students in **GREEN** (*to be done by testing team*)	
Accessibility Feature	**Details**
☐ Translate testing directions in native language	ELL students only
☐ Provide bilingual dictionary for Math, Science, & Social Studies assessments	Word-to-word translation only; no definitions or examples for current or former LEP students only
☐ Allow students to read aloud to facilitate comprehension	e.g. use of PVC pipe or recording device
☐ Provide assistive tools	e.g. scratch paper/dry erase boards, overlays, blank place markers, magnifying devices, highlighters/colored pencils, amplification devices, projection devices
☐ Tools to minimize distractions or to help maintain focus	e.g. stress ball, noise-reducing headphones, or instrumental music (no lyrics)
☐ Individual/small-group administrations	Outside of general education classroom
☐ Remind students to stay on task	e.g. "Bubble in on your answer document."

Designated Supports	
☐ Basic Transcribing	☐ Oral Administration (full/upon request)
☐ Calculations Aids	☐ Spelling Assistance
☐ Extra Time	☐ Supplemental Aids
☐ Individualized Structured Reminders	☐ Complex Transcribing
☐ Large Print	☐ Extra Day
☐ Manipulating Test Materials	☐ Mathematics Scribe
☐ Mathematics Manipulatives	

Read each question carefully. For a multiple-choice question, determine the best answer to the question from the choices provided. Then fill in the answer on your answer document.

Multiple Choice Section
Part A: Calculators are allowed in this part of the exam. Time: 45 minutes.

1. If $A = \begin{bmatrix} 5 & -3 \\ 2 & 0 \end{bmatrix}$ and $B = \begin{bmatrix} 4 & -1 \\ -3 & 1 \end{bmatrix}$, then $A \cdot B =$

A. $\begin{bmatrix} 20 & 3 \\ -6 & 0 \end{bmatrix}$

C. $\begin{bmatrix} 18 & -12 \\ -13 & 9 \end{bmatrix}$

B. $\begin{bmatrix} 29 & -8 \\ 8 & -2 \end{bmatrix}$

D. $\begin{bmatrix} 9 & -4 \\ -1 & -1 \end{bmatrix}$

REQUIRED SAMPLE

2. Shown below is the grading system used in a Math course.

AQR SECTION B

Determination of Course Grade	Percent
Average (mean) of 3 major exams	50%
Average (mean) of weekly quizzes	10%
Final exam score	40%

Carmen has earned exam grades of 65, 72, and 86. She has a weekly quiz average of 82 and earned an 83 on the final exam. What is Carmen's final grade for the course? Round your answer to the nearest whole number.

F. 75%   G. 77%   H. 79%   J. 83%

3. Which situation represents a proportional relationship?

A. The cost of purchasing a basket of oranges for $1.30 per pound plus $5.00 for the basket.

B. The cost of purchasing peaches for $7.00 per box of peaches with a delivery charge of $3.00.

C. The cost of purchasing grapefruit for $1.80 per pound with a coupon for $1.00 off the total cost.

D. The cost of purchasing apples for $1.75 per pound plus a shipping fee of $0.16 per pound.

4. Shown below is the graph of a piecewise-defined function, $f(x)$.
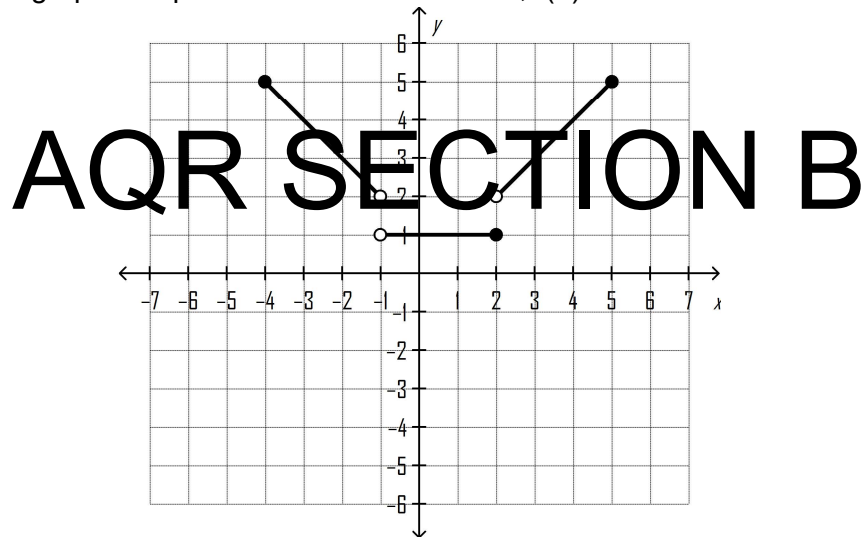
Which representation will generate the graph shown above?

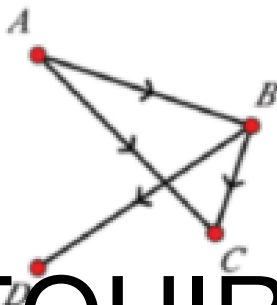F. $f(x) = \begin{cases} -x+1, & -4 \le x < -1 \\ 1, & -1 < x \le 2 \\ x, & 2 < x \le 5 \end{cases}$

H. $f(x) = \begin{cases} -x+1, & x \le -1 \\ 1, & -1 < x \le 2 \\ x, & 2 < x \end{cases}$

G. $f(x) = \begin{cases} -x+1, & -4 \le x \le -1 \\ 1, & -1 < x \le 2 \\ x, & 2 < x \le 5 \end{cases}$

J. $f(x) = \begin{cases} -x+1, & x < -1 \\ 1, & -1 \le x < 2 \\ x, & 2 \le x \end{cases}$

5. For the digraph shown below, create the adjacency matrix.

A. $\begin{bmatrix} 1 & 1 & 1 & 0 \\ 0 & 1 & 1 & 1 \\ 0 & 0 & 1 & 0 \\ 0 & 0 & 0 & 1 \end{bmatrix}$

C. $\begin{bmatrix} 0 & 1 & 1 & 0 \\ 1 & & & 1 \\ 1 & 1 & 0 & 0 \\ 0 & 1 & 0 & 0 \end{bmatrix}$

B. $\begin{bmatrix} 0 & 1 & 1 & 0 \\ 0 & 0 & 1 & 1 \\ 0 & 0 & 0 & 0 \\ 0 & 0 & 0 & 0 \end{bmatrix}$

D. $\begin{bmatrix} 0 & 1 & 1 & 0 \\ 0 & 0 & 1 & 1 \\ 0 & 0 & 1 & 0 \\ 0 & 0 & 0 & 1 \end{bmatrix}$

6. A radioactive substance decays at an annual rate of 13 percent. If the initial amount of the substance is 325 grams, which of the following functions f models the remaining amount of the substance, in grams, t years later?

F. $f(t) = 325(0.87)^t$

H. $f(t) = 0.87(325)^t$

G. $f(t) = 325(0.13)^t$

J. $f(t) = 325(1.13)^t$

7. The Student Council at a local high school is sponsoring a dance. To determine how much money to spend on pizza and soda, they make the following assumptions:

- Of the 2,500 students in the high school, 30% of the students will attend the dance.
- Of the students who attend the dance, about 25% of the students will buy a slice of pizza.
- Of the students who attend the dance, about 75% of the students will purchase a soda; all other students will purchase a water bottle.
- The pizzas they are purchasing cost $5 and can be cut into eight slices.
- Sam's Club sells sodas for $0.45 each and water bottles for $0.35 each.

Approximately how much should they expect to spend on pizza, soda, and water?

A. $400   B. $440   C. $1,220   D. $1,260

8. A local college has created a new indexing system to determine which students will qualify for a full scholarship. Students who earn a 2000 or higher on their indexing system are granted the full scholarship.

The new indexing system is:

$$S = 1.2(\text{Math SAT}) + 1.3(\text{Verbal SAT}) + 200(\text{GPA}) + 10(\text{Recommendation})$$

Which student(s), if any, will receive a full scholarship?

	Math SAT	Verbal SAT	GPA	Recommendation
Leah Mei	600	400	3.5	4
Abbie	550	500	3.5	4

F. Abbie only

G. Leah Mei only

H. Leah Mei and Abbie

J. Neither Leah Mei nor Abbie

9.

	Number of Shirts Sold			Profit Per Shirt	
	Small	Medium	Large	Size	Profit
Art Club	52	67	30	Small	$5.00
Science Club	60	77	25	Medium	$4.25
Math Club	33	59	22	Large	$3.00

A student creates matrix $A = \begin{bmatrix} 52 & 67 & 30 \\ 60 & 77 & 25 \\ 33 & 59 & 22 \end{bmatrix}$ and matrix $B = \begin{bmatrix} 5.00 \\ 4.25 \\ 3.00 \end{bmatrix}$. If matrix $C = A \cdot B$, explain the meaning of the first row of matrix C.

A. The first row of matrix C represents the total number of shirts sold by the Art Club.

B. The first row of matrix C represents the total profit for the three clubs from the sales of small t-shirts.

C. The first row of matrix C represents the total profit for the Art Club from the sales of all t-shirts.

D. The first row of matrix C represents the total profit for the three clubs from the sales of all sizes of t-shirts.

10. The Grimm Brothers, George and Gerry, are both enrolled in an AQR class at the North Central Campus. Their grades for the six weeks marking period in Mr. Cleveland's class are shown below.

Category	Weight	George's Grades	Gerry's Grades
Homework	10%	80	85
Quizzes	30%	74	86
Final Exam	60%	???	???

The boys are studying for tomorrow's final exam. If Gerry earns a 90 on the final exam, what grade will George need to earn so that his grade for the six weeks is higher than Gerry's?

F. 84   G. 96   H. 97   J. 100

11. The local post office determines the shipping cost of packages based on the weight of the package. Their shipping costs have been summarized using the piecewise function defined below where x represents the weight, in pounds, of the package and S represents the shipping cost for the package, in dollars.

$$S = \begin{cases} 5 & \text{for } 0 \leq x < 2 \\ 10 & \text{for } 2 \leq x < 5 \\ 15 & \text{for } 5 \leq x < 10 \\ 15 + 2(x - 10) & \text{for } x \geq 10 \end{cases}$$

Julia needs to mail a package weighing 5 pounds. Kristen needs to mail a package weighing 15 pounds. How much will each woman need to pay to ship their packages?

A. Julia pays $10.00.
   Kristen pays $25.00.

B. Julia pays $10.00.
   Kristen pays $45.00.

C. Julia pays $15.00.
   Kristen pays $25.00.

D. Julia pays $15.00.
   Kristen pays $45.00.

AQR SECTION B

12. The average number of students per classroom at Central High School from 2000 to 2010 can be modeled by the equation $y = 0.56x + 27.2$, where x represents the number of years since 2000, and y represents the average number of students per classroom. Which of the following best describes the meaning of the number 0.56 in the equation?

F. The total number of students at the school in 2000.

G. The average number of students per classroom in 2000.

H. The estimated difference between the average number of students per classroom in 2000 and in 2010.

J. The estimated increase in the average number of students per classroom each year.

13. Let matrix P represent the 2 by 3 coordinate matrix for Triangle ABC shown below.
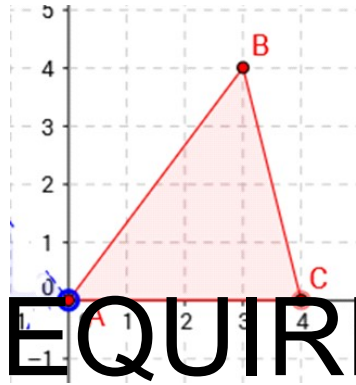
If Enrique performs the matrix operation $\begin{bmatrix} 1 & 0 \\ 0 & -1 \end{bmatrix} \cdot P$, what will happen to Triangle ABC?

A. Triangle ABC will be rotated 90° clockwise about the origin.

B. Triangle ABC will be rotated 90° counter-clockwise about the origin.

C. Triangle ABC will be reflected across the $y-$axis.

D. Triangle ABC will be reflected across the $x-$axis.

14. Kelvin and Jacob have been asked to express the following sequence using sequence notation. Which student is correct?

$$a_1 = 16, a_2 = 24, a_3 = 36, a_4 = 54, \dots$$

Kelvin	$a_n = 16 \cdot \left(\dfrac{3}{2}\right)^{n-1}$ for $n \geq 1$
Jacob	$a_1 = 16, a_n = 1.5 \cdot a_{n-1}$ for $n \geq 2$

F. Kelvin only

G. Jacob only

H. Both Kelvin and Jacob are correct.

J. Neither student is correct.

15. A penny is dropped from an airplane. The penny falls approximately 4.9 meters during the 1st second, 14.7 meters during the 2nd second, 24.5 meters during the 3rd second, and 34.3 meters during the 4th second. Assuming this pattern continues, how far will the penny fall during the first 20 seconds?

A. 191.1 meters

C. 1,960 meters

B. 208.9 meters

D. 3,920 meters

REQUIRED

16. Immediately after graduating from college, you are offered a job working for a company with a starting salary of $50,000. At the end of each year, you are given a 5% raise. Assuming this trend continues, determine your salary after 10 years working for this company.

SAMPLE

F. $55,000

H. $77,566.41

G. $75,000

J. $81,444.73

AQR SECTION B

REQUIRED SAMPLE

AQR SECTION B

Name:		Date:	
Campus:		Proctor:	
Teacher:		Homeroom:	

YES Prep Public Schools
Fall Common Assessment
AQR, November 2018
Section B: **45 Minutes**

Honor Code Statement
I,_____ agree to abide by the YES Prep
Public Schools Honor Code. I will act with integrity and will not lie, cheat or steal. My answers on this
test represent my own knowledge.

Required materials: pencil, testing booklet, answer document, provided reference materials, and a graphing calculator (allowed for all sections).

Check box(es) as applicable before administering exam to students in **GREEN** (*to be done by testing team*)	
Accessibility Features	**Details**
☐ Translate testing directions in native language	ELL students only
☐ Provide bilingual dictionary for Math, Science, & Social Studies assessments	Word-to-word translation only; no definitions or examples for current or former LEP students only
☐ Allow students to read aloud to facilitate comprehension	e.g. use of PVC pipe or recording device
☐ Provide assistive tools	e.g. scratch paper/dry erase boards, overlays, blank place markers, magnifying devices, highlighters/colored pencils, amplification devices, projection devices
☐ Tools to minimize distractions or to help maintain focus	e.g. stress ball, noise-reducing headphones, or instrumental music (no lyrics)
☐ Individual/small-group administrations	Outside of general education classroom
☐ Remind students to stay on task	e.g. "Bubble in on your answer document."

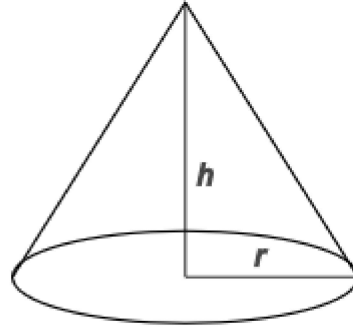| **Designated Supports**	
☐ Basic Transcribing	☐ Oral Administration (full/upon request)
☐ Calculations Aids	☐ Spelling Assistance
☐ Extra Time	☐ Supplemental Aids
☐ Individualized Structured Reminders	☐ Complex Transcribing
☐ Large Print	☐ Extra Day
☐ Manipulating Test Materials	☐ Mathematics Scribe
☐ Mathematics Manipulatives	

Read each question carefully. For a multiple-choice question, determine the best answer to the question from the choices provided. Then fill in the answer on your answer document.

17. The volume of a cone can be determined using the equation $V = \frac{1}{3}\pi \cdot r^2 \cdot h$.


Claire needs to build a small cone and a larger cone. The larger cone must have a volume which is 16 times the volume of the smaller cone. How can Claire build the second cone so that it has the needed volume?

A. Multiply the original radius by 2 and the original height by 4.

B. Multiply the original radius by 4 and the original height by 4.

C. Multiply the original radius by 4 and the original height by 2.

D. Multiply the original radius by 2 and the original height by 2.

18.
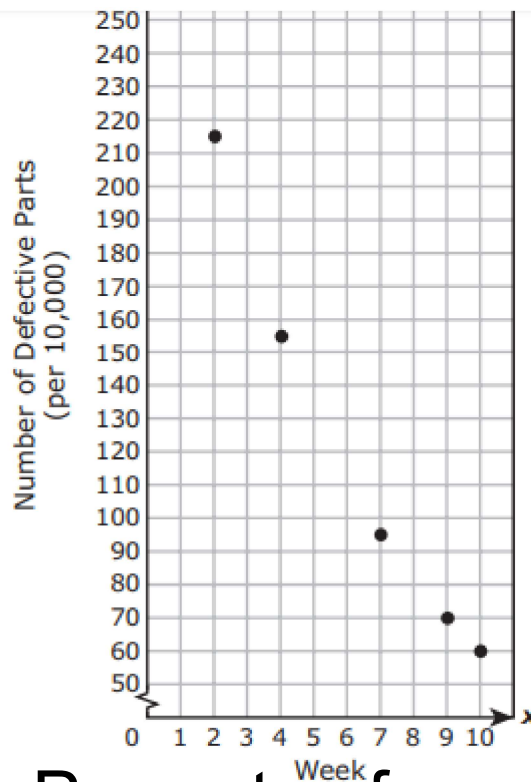
A factory began producing new parts. Data were collected on the number of defective parts per 10,000 parts produced. The graph shown displays some of the data for the first 10 weeks of production.

Which statement, if any, correctly describes this data set?

    I. A regression model could only be used to make decisions and critical judgments between weeks 0 and week 12.

   II. Based on the regression model, at week 5 we would expect the factory to have produced about 133 per 10,000 defective parts.

F. I only

G. II only

H. Both I and II

J. Neither statement is correct.

19. Mariana decides to raise money for her local charity by encouraging people to lay quarters on the floor in the shape of an equilateral triangle. She puts one quarter in the first row, two quarters in the second row, three quarters in the third row, and so on.

Row 1

Row 2

Row 3

If this pattern continues for 10 rows, what is the total value of the quarters in the pyramid?

A. $2.50 B. $10 C. $13.75 D. $55

20. According to Newton's Law of Gravitation which relates the force of attraction, F, between two objects of mass m_1 and m_2 which are separated by a distance r,

$$F = \frac{k \cdot m_1 \cdot m_2}{r^2}$$

where k is a positive constant. Which of the following statements correctly expresses this relationship?

F. The force varies directly with the mass of each object and directly with the square of the distance separating the two objects.

G. The force varies inversely with the mass of each object and directly with the square of the distance separating the two objects.

H. The force varies inversely with the mass of each object and inversely with the square of the distance separating the two objects.

J. The force varies directly with the mass of each object and inversely with the square of the distance separating the two objects.

21. The Bank of Montgomery uses the following mathematical model to determine account balances.

$$A = P\left(1 + \frac{0.009}{4}\right)^{4t}$$

Which of the following statements are correct?

   I. Interest is compounded quarterly.
  II. If you invest $1,000 today, you will have more than $1,025 at the end of the second year.
  III. The doubling time for this bank is approximately 77.103 years.

A. I and II only

B. I and III only

C. II and III only

D. I, II, and III

22. In 1923, koalas were introduced on Kangaroo Island off the coast of Australia. In 1996, the population was 5,000. By 2001 the population had grown to 27,000. This growth in population prompted a debate on how to control their growth and avoid death by starvation. Assuming the koala population grows exponentially, in what year will there first be 1,000,000 koalas on the island?

F. 1988

G. 2011

H. 2084

J. 2089

STOP

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THE PROCTOR WILL LET YOU KNOW WHEN TO PROCEED TO THE NEXT SECTION.

BE SURE YOU HAVE RECORDED ALL YOUR ANSWERS ON THE ANSWER DOCUMENT.

23. A certain town in Colorado, let's call it Linearville, has been keeping track of their population since 1995. Their population statistics have been summarized in the table below.

Year	1995	2001	2006	2010	2018
Population	3,121	3,917	4,642	5,253	6,475

a) Using your calculator, generate a linear regression, $l(t)$, which can be used to model the population of Linearville, where t represents the years since 1995.

b) In the context of this problem, explain the meaning of the slope and y–intercept for your linear regression.

A nearby town, let's call it Powertown, has a population that can be modeled using the exponential function $P(t) = 10,000e^{0.006t}$ where t represents the number of years since 1995.

c) Using this model, find the value of $P(110)$. Express your answer as a whole number. Explain the meaning of your answer in this situation.

d) Based on your model for Linearville, how long will it take for the population of the town to double? Round your answer to the nearest year.

e) Will the population of Linearville ever exceed the population of Powertown? Explain your reasoning. If so, when does this happen and how long does this last?

24. You have just completed your first semester at Texas A&M University. Here are your final grades.

| Class	Number of Credits	Final Grade	Grade Points Earned
Writing I	3	A-	3.667
Calculus I	4	B	3.000
Biology	4	C+	2.333
Media Services	1	A	4.000
Psychology	3	B-	2.667

In order to maintain your scholarship, your first semester GPA must be 3.0 or higher. Do you get to keep your scholarship? Show the work which supports your answer.

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25. You have just graduated from college and have started working at a law firm. You have been told that your starting salary will be $65,000. Assuming you do well, your salary will increase by 4% each year, compounded quarterly. Generate an equation which can be used to determine your salary. Use your equation to determine your salary 10 years form now.

26. You are shown the image below and asked to determine the number of dots that you see. Explain your process for generating an estimate for the number of dots you see.

Note: You do not need to generate an estimate for the number of dots shown; just explain your process.
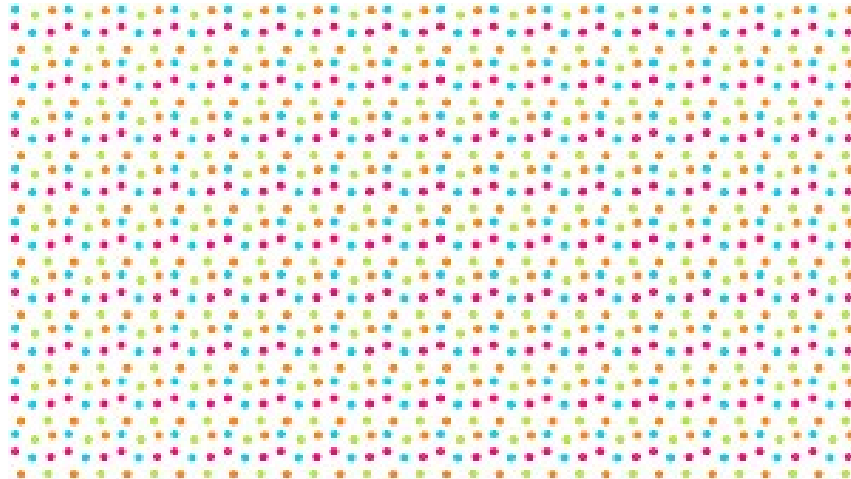
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REQUIRED

SAMPLES

REFERENCE SHEET

AQR Reference Sheet

Sequences
Arithmetic: $a_n = a_1 + (n-1)d$ $\qquad$ $S_n = (a_1 + a_n) \cdot \frac{n}{2}$

Geometric: $a_n = a_1 \cdot r^{n-1}$ $\qquad$ $S_n = a_1 \cdot \frac{(1-r^n)}{(1-r)}$ for $r \neq 1$

Linear Difference Equations
$$u_n = r \cdot u_{n-1} + b$$

Proportional Models
General Proportional Model: $\quad$ $\text{output} = k \cdot \text{input}$
Direct Proportional: $\quad$ $y = k \cdot x$
Inversely Proportional: $\quad$ $y = \frac{k}{x}$
Joint Variation: $\quad$ $z = k \cdot x \cdot y$

Linear Functions
Point-Slope Form: $\quad$ $y = m(x - x_1) + y_1$
Slope-Intercept Form: $\quad$ $y = mx + b$
Standard Form: $\quad$ $ax + by = c$
Slope $\quad$ $m = \frac{y_2 - y_1}{x_2 - x_1}$

Exponential Function
$$f(x) = a \cdot b^x$$

Logistic Growth Function
$$L(x) = \frac{c}{1 + a \cdot b^x}$$

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Properties of Logarithms
The following properties are true for $b, C,$ and D which are positive real numbers, $b \neq 1$, and p which is any real number
Product Rule: $\quad$ $\log_b(C \cdot D) = \log_b C + \log_b D$
Quotient Rule $\quad$ $\log_b\left(\frac{C}{D}\right) = \log_b C - \log_b D$
Power Rule: $\quad$ $\log_b(C^p) = p \cdot \log_b C$
Inverse Rule: $\quad$ $b^{\log_b C} = C$

Simple Interest
$$I = P \cdot r \cdot t \quad \text{and} \quad A = P(1 + r \cdot t)$$

Compound Interest
$$A = P\left(1 + \frac{r}{k}\right)^{kt} \quad \text{or} \quad A = P(1 + r)^n$$

Annual Percentage Yield (APY)
$$APY = \left(1 + \frac{r}{k}\right)^k - 1$$

Converting Between Degrees and Radians

$$\text{Degrees} = \frac{180}{\pi} \cdot \text{Radians} \quad \text{and} \quad \text{Radians} = \frac{\pi}{180} \cdot \text{Degrees}$$

Sinusoidal Functions

$$f(x) = a \cdot \sin\big(b(x-c)\big) + d \quad \text{or} \quad f(x) = a \cdot \cos\big(b(x-c)\big) + d$$

$|a|$ is the amplitude

$|b|$ is the horizontal compression factor

The period is $\frac{2\pi}{|b|}$

c is the horizontal shift

d is the vertical shift or midline

Trigonometric Ratios

$$\sin\theta = \frac{\text{opposite}}{\text{hypotenuse}} \qquad \cos\theta = \frac{\text{adjacent}}{\text{hypotenuse}} \qquad \tan\theta = \frac{\text{opposite}}{\text{adjacent}}$$

Law of Sines

In $\triangle ABC$, $\dfrac{\sin A}{a} = \dfrac{\sin B}{b} = \dfrac{\sin C}{c}$

Law of Cosines

In $\triangle ABC$, $c^2 = a^2 + b^2 - 2 \cdot a \cdot b \cdot \cos C$

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