

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

SPANISH 4-1

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

WORLD LANGUAGES PROGRAM**STATEMENT OF PURPOSE**

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

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

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

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INTRODUCTION

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

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

The Edison Township School District Curriculum Template

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

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

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

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

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

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum\design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to more deeply and fully answer these questions as they proceed through the unit. Knowledge and skills are the “*stuff*” upon which the understandings are built.

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

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

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

DEPARTMENTAL PHILOSOPHY

1. The study of another language leads to ***communication***. Our goal is to teach **all** students to communicate beyond their native languages in order to participate effectively in this world. Communication involves the interpretive, presentational, and interpersonal modes.
2. The study of another languages leads to ***understanding other cultures***. Our goal is to recognize what is common to all human experience and to accept that which is different. Students will have experiences with products and practices in order to develop an understanding of the various perspectives of the cultures of the target language.
3. The study of another language leads to ***critical thinking skills***. Our goal is to enhance the ability to analyze, to compare and contrast, to synthesize, to improvise, and to examine cultures through a language and a perspective other than one's own.
4. The study of another language leads to an ***interdisciplinary view*** of the curriculum. Our goal is to have every student begin language study as early as possible in an interdisciplinary environment.

STATEMENT ON CONTENT STANDARDS

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

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

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

- ***The Interpretive Mode:*** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines."
- ***The Interpersonal Mode:*** Students engage in direct oral and/or written communication. Examples involving "two-way", interactive communication are conversing face-to-face, or exchanging personal letters or e-mail messages.
- ***The Presentational Mode:*** Students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this "one-to-many" mode of communication are making a presentation to a group or writing an article for the school newspaper.

STANDARD 7.2 (CULTURE) - ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PERSPECTIVES OF A CULTURE(S) THROUGH EXPERIENCES WITH ITS PRODUCTS AND PRACTICES.

Descriptive Statement: With the adoption of national and state standards, a new way of conceptualizing the study of culture has been introduced into the world languages classroom. In addition to the traditional ways of learning about culture (i.e., studying the facts, events, famous people, and monuments), standards-based language instruction encompasses a fuller more comprehensive view of culture. The anthropological concept of **cultural products, practices, and perspectives** provides a relatively new framework for the studying and experiencing of culture for most teachers and students and forms the foundation for student achievement of the culture standard in this document.

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

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

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

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

The following cumulative progress indicators for the culture standard are organized according to the three modes of communication: interpretive, interpersonal and presentational.

New Jersey Core Curriculum Content Standard For World Languages

INTRODUCTION

World Languages Education in the 21st Century

New Jersey citizens and workers are part of a dynamic, interconnected and technologically driven global society centered on the creation and communication of knowledge and information *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate knowledge and information in more than one language in an appropriate cultural context are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follows:

Mission: *The study of another language and culture enables citizens and workers to communicate face-to-face and virtually in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the usable levels of language proficiency required to function in a variety of occupations and careers in the contemporary workplace;
- Exhibits attitudes, values and skills that indicate a positive disposition and understanding of cultural differences that enhance cross cultural communication; and
- Values language learning as a global literacy and for its long-term worth in fostering personal, work-related and/or financial success in a world without borders.

Intent and Spirit of the World Languages Standard

All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through their freshman year of high school. The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that enable the attainment of proficiency at the **Novice-High** level or above. N.J.A.C. 6A:8-5.1(b)4 specifies that districts actively encourage all students who have otherwise met the requirements for high school graduation to accrue five credits in world languages during each year of enrollment, aimed at preparation for entrance into postsecondary programs or twenty-first century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as a result of a three-year grant project (2005-08), the department has collected **data** from New Jersey schools to further support research findings. Data from the federally funded project that assessed the language proficiency of 60,000 eighth grade students present compelling evidence for the need to develop programs that offer *all* students the opportunity to meet the state designated proficiency level of Novice High. The data show that programs offering a minimum of **540 hours** of articulated instruction in classes that meet **at least three times a week throughout the academic year** produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and or maintenance of quality, well articulated language programs at the elementary and middle school levels, as required by New Jersey Administrative Code, is critical in building the capacity of high school students to achieve the required Novice-High level of language proficiency to meet the graduation requirement.

Unlike other core standards areas, the world languages standards are benchmarked by proficiency levels, rather than grade levels. This is reflected in the information outlined below.

- In **Preschool**, children are just beginning to learn about language and how it works. Exposure to multiple languages is advantageous for all children and can be supported by developmentally appropriate teaching practices that make use of songs, rhymes, and stories.
- In programs for **beginning learners** that offer appropriate time and frequency of instruction, students communicate at the Novice-Mid level using memorized language to talk about familiar topics related to school, home, and the community.
- After **three-six years** of study in programs offering the appropriate time and frequency of standards-based instruction, Novice-High through Intermediate-Mid level students communicate at the sentence level creating with language to ask and answer questions and to handle simple transactions related to everyday life and subject matter studied in other classes.
- After **nine-twelve years** of well articulated standards-based instruction, Intermediate-High through Advanced-Low level students communicate at the paragraph level and are able to handle complicated situations on a wide-range of topics.

The New Jersey standard and indicators reflect the philosophy and goals found in the national standards, *Standards for Foreign Language Learning in the 21st Century* (ACTFL, 2006.), and were developed by consulting standards in the United States and internationally, as well as the latest research on second language acquisition and best practices. Standard 7 is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. The links below provide information about the implementation of the world languages standard with regard to particular languages or language groups:

The Communicative Modes and the Study of American Sign Language (ASL)

The Communicative Modes and the Study of Classical Languages

The Communicative Modes and Heritage Language Speakers

Revised Standard:

The world languages standard lays the foundation for creating local curricula and related assessments. Revisions to the 2009 standards are as follows:

- The communication and culture standards have been combined into one standard that continues to be organized by, but encompasses a broader spectrum of proficiency levels.
- Linguistic and cultural content statements have been added to provide a context for the cumulative progress indicators (CPIs) at each proficiency level. Linguistic content varies and is dependent on the mode. Cultural content recurs across the modes of communication since communication always occurs in a cultural context. 21st century themes, identified in the *Partnership for 21st Century Skills Framework*, are incorporated in many of the content statements. The extent to which a theme is addressed depends on age and developmental appropriateness as well as student proficiency level.
- Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

One World Language Standard

The reorganization of the world languages standards into one standard reflects the framework below developed by the National Association of Educational Progress (NAEP) for foreign languages in 2004.



(Framework for the 2004 Foreign Language National Assessment of Educational Progress, <http://www.nagb.org/pubs/FinalFrameworkPrePubEdition1.pdf>)

The NAEP graphic illustrates that the goal of language instruction is the development of students' communicative skills with the language. Students should be provided ample opportunities to engage in conversations, present information to a known audience, and interpret authentic materials. In order to develop linguistic proficiency a meaningful context for language use must be established. The remaining 4Cs (Cultures, Connections, Comparisons & Communities) provide this meaningful context through: the teaching of culture; study and reinforcement of content from other disciplines; comparison of target and native languages and cultures; and opportunities to interact with native speakers of the language. As such the 4Cs serve as the basis for instructional activities and are fully embedded within the communicative objectives.

The Role of Grammar in the World Languages Class:

While knowledge of the language (syntax; grammar rules) is not an explicit goal of the Standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool (others include knowledge of vocabulary, sociolinguistic knowledge, cultural appropriateness, and communication strategies) that supports the attainment of the stated linguistic goals.

Students who are provided with ample opportunities to create meaning and use critical thinking skills achieve linguistic proficiency. Research has established that all grammar learning must take place in a meaningful context with the focus on producing structures to support communication.

An Education in World Languages: National and State Advocacy

The American Council on the Teaching of Foreign Languages (ACTFL) provides extensive research related to the benefits of language learning in supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures. Information regarding federal grants may be found on the Foreign Language Assistance Program (**FLAP**) or the Joint National Committee for Languages (**JNCL**) websites. JNCL also provides advocacy materials. The state language organization, Foreign Language Educators of New Jersey (**FLENJ**), offers links to language-specific organizations, a variety of other language resources, professional development opportunities as well as student and professional awards and scholarships. The most comprehensive report (2005) compiled on the status of world languages education in New Jersey's public schools may be found on the **New Jersey Department of Education World Languages Homepage** by clicking on **A Report on the State of World Languages Implementation in New Jersey**.

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ASL: Students and teachers of American Sign Language communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication, interpersonal, interpretive and presentational, by using combinations of handshapes, palm orientations, and movements of the hands, arm and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.

Classical: The study of classical languages focuses primarily on the interpretive mode (the interpretation of texts in an historical/context). Occasionally, some attention may be given to the oral dimensions of the classical languages, by asking students to make presentations in the language they study as a way of strengthening language knowledge and use.

Heritage: Heritage language students may be newly-arrived immigrants to the United States, first-generation students whose home language is not English and who have been schooled primarily in the United States, or second- or third- generation students who have learned some aspects of the heritage language at home. These students have varying abilities and proficiencies in their heritage language; often carry on fluent and idiomatic conversation (interpersonal mode), but require instruction that will allow them to develop strengths in reading (interpretive mode) and formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English speaking peers and should be provided with opportunities for developing skills in their native language that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that such skills will not erode over time as English becomes the dominant language for these students.

COURSE CONTENT OUTLINE

Course Introduction

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

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

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

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

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

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

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

Language is communication, but it also involves understanding of customs and life styles, interpersonal relationships, environmental factors and the influence of history and tradition. All of these elements are part of language study. It is advisable to explain how language is acquired and the time/effort learning a second language requires.

SPANISH NAMES: Another activity for the first day is assigning of Spanish names to the students. For students whose names defy translation in Spanish, either give them another Spanish name that begins with the same letter or make up a Spanish version of their own name.

Nombres de Muchachos

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

Nombres de Muchachas

Adela	Inés
Alicia	Irene
Amada (Amy)	Isabel, Isabelina
Amalia	Josefa, Pepito
Ana, Anita	Juana, Juanita
Andrea	Judit
Antonia	Julia, Julieta
Bárbara	Laura
Beatriz	Leonora
Berta	Lucía
Blanca	Luisa
Carlota	Lupe
Carmen	Magdalena
Carolina	María
Catalina, Cati	Mariana
Cecilia, Celia	Marianela, Marisela, Marielena
Charita (Shelly)	Margarita
Chavela, Belita (Betty)	Marta
Clara	Maruja
Consuelo	Matilde
Constanza	Micaela (Michelle)
Concha (Connie)	Nilda, Nena (Nancy)
Christina	Nora
Dalia	Paca
Diana	Patricia
Dolores	Perla
Dorotea	Pilar
Elena	Rosa, Rosita
Elisa, Eloisa	Rosalía
Ema	Rosalinda
Emilia	Romano
Enriqueta (Harriet)	Raquel
Esperanza	Sara
Estela	Silvia
Ester	Sofía
Eva	Susana
Felipa, Felisa	Teresa
Florencia, Paquita	Victoria
Gabriela (Gail)	Violeta
Gertrudis	Virginia
Gracia, Graciela, Engracia	Yolanda
Guadalupe	

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

THEMATIC UNITS

Suggested Sequence

<i>Semester I</i>		<i>Semester II</i>	
MP-1	MP-2	MP-3	MP-4
How great was my summer vacation?	Legends, Myths & Farytales	Environment – Our future: Work & Technology	Entertainment

How Great was My Summer Vacation?

Targeted Standards:

Communication:

- Students will engage in conversation and ask and answer questions about their summer vacation.
- Students will read authentic text about what teenagers in Spanish cultures do during summer vacation.
- Students will present information to an audience about what they did this summer.

Culture:

- Students will examine the types of vacations teens of Spanish cultures take in the summer.
- Students will identify different activities that young people engage in when they are off from school.

Comparisons:

- Students will demonstrate an understanding of culture through comparing differences in summer activities in American and Spanish cultures.
- Students will demonstrate an understanding of the nature of language through comparing the use of preterit and imperfect in Spanish with the use of the past tense in English.

Connections:

- Students will reinforce and further their knowledge of different activities and hobbies through the foreign language.

Unit Outcomes/Unit Objectives: Students will understand that there are many activities to do on vacation. Students will understand that different parts of the world offer a variety of recreational activities. Students will understand that teenagers from Spanish cultures share similar interests in activities as Spanish language learners. Students will understand that in order to relate an experience, verb endings need to change appropriately with the use of preterit and imperfect. Students will understand that it is important to sequence events in order to relate summer activities.

Conceptual Understandings/Essential Questions: What do teenagers do in the summer? How does where you live effect what you can do during the summer break? How did you spend your summer vacation? To what extent can I express this in Spanish?

Unit Assessment: Intergrated Performance Assessment

Interpretive: Your friend Fernando has invited you to spend your summer vacation in Spain. He sends you information about it to see if you are interested.

Interpersonal: You and your friend have a conversation about what you did last summer.

Presentational: You are on vacation in a Spanish speaking city. You write a postcard to your parents.

How Great was My Summer Vacation? (Cont.)

	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
Use strings of sentences when speaking. Understand most spoken language. Create simple paragraphs when writing. Acquire knowledge and new information from comprehensive, authentic texts when reading. Tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning. Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and grouping of words, as well as patterns of mispronunciation and intonation.	How to use the present tense, preterit tense, and imperfect tense. Vocabulary for summer activities including hobbies, sports, and recreational activities. Vocabulary for describing people and places. What are considered to be vacation activities in different cultures.	Talk about different vacation activities. Organize activities based on the season or the location. Read about recreational activities offered in different parts of the world. Write about what they did over the summer. Talk about someone they have met on vacation. Present a summer vacation.	Present recreational vocabulary using TPR story. Create their own TPR story and share in groups. In partners, students discuss their summer vacations and activities in which they participated. Class discussion about activities students like and dislike. Students create a summer camp brochure and list the activities available there. Students read short articles/stories about sports and recreational activities for comprehension check. Play picture or question/answer Bingo with new vocabulary. Listen to likes and dislikes of classmates and decide where they should vacation. Read about cultural experiences such as what teenagers do for fun in Spanish cultures. Students use graphic organizer to sequence their summer activities. Play charades to identify activities.	Vocabulary and grammar quizzes and tests Homework Participation & dialogues Essays & projects

How Great was My Summer Vacation? (Cont.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Generally use culturally appropriate behavior in social situations.</p> <p>Are able to understand and retain most key ideas and some supporting detail when reading and listening.</p>			<p>Play sentence finishing game.</p> <p>In groups put together sentence fragments to complete a story sequence.</p> <p>Use the internet to explore different activities for a specific location.</p> <p>Talk to partner about someone they've met on vacation.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Ven Conmigo Level 2 Textbook p. 304-323, Ven Conmigo Level 3 Textbook p. 4-27</p> <ul style="list-style-type: none"> • Ven Conmigo Level 2 & 3 Listening CD's • Ven Conmigo Level 2 & 3 Chapter Video • Ven Conmigo Level 2 & 3 Interactive CD-ROM • Ven Conmigo Level 2 & 3 Transparencies • Ven Conmigo Level 2 & 3 Practice & Activity Books • Ven Conmigo Level 2 & 3 Grammar Books • Ven Conmigo Level 2 & 3 Communicative Resources Book • Ventanas Book 1 • Vistazos 			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Legends and Storytelling

Targeted Standards:

Communication:

- Students will engage in conversation and ask and answer questions about their favorite childhood stories.
- Students will read authentic text about a legend in Spanish.
- Students will present information to an audience setting the scene for a story with a beginning, middle and end.
- Students will talk about their latest news and react to news.

Culture:

- Students will examine the types of legends and myths in Spanish cultures.
- Students will identify different methods of storytelling in the Spanish culture and compare to those they grew up with.

Comparisons:

- Students will demonstrate an understanding of culture through comparing differences in story telling in American and Spanish cultures.
- Students will demonstrate an understanding of the nature of language through comparing the use of the past tense (preterite and imperfect) in Spanish.
- Students will demonstrate an understanding of the nature of language through comparing the uses of reflexive verbs in the past tenses.

Connections:

- Students will reinforce and further their knowledge of describing their past activities through the foreign language

Unit Outcomes/Unit Objectives: Students will understand that there are many ways to describe activities and events in the past. Students will understand that there are different ways to set a scene for a story. Students will understand that teenagers from Spanish cultures share similar interests in telling stories as Spanish language learners. Students will understand that in order to describe scenes or events both the preterite and imperfect tenses are used. Students will understand that it is important to change verb endings in order to show who completed the action and where the action took place.

Conceptual Understandings/Essential Questions: What stories did you enjoy listening to as a child? Did you make up your own stories? What stories did you enjoy retelling? Did you change the order of the events? How would you describe your favorite characters? To what extent can I express this in Spanish? How did you describe the latest news? What did you do to tell a good story? Did you dress up/use props?

Unit Assessment: Intergrated Performance Assessment

Interpretive: You are going to babysit for your neighbors Mr. & Mrs. Fernandez and you need to think of a good bedtime story for their small grandchildren. You start to look through children's stories and come across one from Venezuela.

Interpersonal: You have a conversation with a friend and talk about your favorite childhood stories.

Presentational: You will create your own legend in Spanish which includes a moral or message.

Legends and Storytelling (Cont.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Use and understand learned expressions, sentences, and strings of sentences, questions and polite commands when speaking and listening.</p> <p>Create simple paragraphs when writing.</p> <p>Understand important ideas and some details in highly contextualized authentic texts when reading.</p> <p>Demonstrate increasing fluency and control of vocabulary.</p> <p>Show no significant pattern of error when performing functions at the novice-high level.</p> <p>Communicate effectively with some pattern of error, which may interfere slightly with comprehension of functions performed at this level.</p> <p>Understand oral and written discourse, with few errors in comprehension when reading.</p>	<p>How to use the past tense including preterite/imperfect regular/irregular verbs and reflexives.</p> <p>Vocabulary for story telling including science fiction and fairy tales.</p> <p>Vocabulary for describing people, places, and events.</p> <p>Vocabulary for weather.</p> <p>How to sequence events in a story.</p> <p>React to latest news.</p>	<p>Describe how people/places used to be like.</p> <p>Sequence events.</p> <p>Read about how stories are told in Spanish culture.</p> <p>Write about their favorite childhood character and fairytale.</p> <p>Talk about past events and react to the latest news.</p> <p>Present a story with a beginning, middle, and end.</p> <p>Talk about what characters did and used to do.</p>	<p>Present a legend using TPR story.</p> <p>Create their own TPR story and share in groups.</p> <p>In partners, students discuss what their favorite childhood story used to be and compare their most/least favorite character.</p> <p>Class discussion about favorite stories, myths or superstitions and the moral.</p> <p>Students create a new ending to a favorite childhood story.</p> <p>Set/describe plot of favorite movie.</p> <p>Use graphic organizer to find common theme/character traits and compare.</p> <p>Students read about legends/myths/fairytales in the Spanish world.</p> <p>Create a storyboard/triorama with a quote.</p> <p>Roundrobin to tell an authentic story with beginning/middle/end.</p> <p>Charades with new vocabulary.</p> <p>Listen to stories retold by classmates and decide on a new ending.</p>	<p>Vocabulary and grammar quizzes and tests</p> <p>Homework</p> <p>Participation & dialogues</p> <p>Essays & projects</p>

Legends and Storytelling (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
Imitate culturally appropriate behavior when working with the functions at this level.			<p>Read about cultural experiences such as why do teenagers enjoy storytelling in Spanish cultures.</p> <p>Students will use a graphic organizer to sequence the events of the story.</p> <p>Use pictures of characters in the legend to describe them and the events.</p> <p>Use the internet to explore different ways legends are told in Spanish countries.</p>	
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Ven Conmigo Level 2 Textbook pp. 246 – 271. <ul style="list-style-type: none"> • Conmigo Level 2 Listening CD's • Ven Conmigo Level 2 Chapter Video • Ven Conmigo Level 2 Interactive CD-ROM • Ven Conmigo Level 2 Transparencies • Ven Conmigo Level 2 Practice & Activity Book • Ven Conmigo Level 2 Grammar Book • Ven Conmigo Level 2 Communicative Resources Book • Ventanas Book 1 Vistazos			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Environment and Technology

Targeted Standards:

Communication:

- Students will engage in conversation and ask and answer questions about our environment and technology.
- Students will express and support their point of view.
- Students will read authentic texts about environmental problems our world faces and possible solutions.
- Students will present information to an audience about environmental problems and how technology can help solve the problems.

Culture:

- Students will examine the types of environmental problems in the Spanish speaking world.
- Students will look at the role of technology in Spanish speaking countries.

Comparisons:

- Students will demonstrate an understanding of culture through comparing differences in the use of technology in American and Spanish cultures.
- Students will demonstrate an understanding of culture through comparing differences in the solutions for environmental problems in American and Spanish cultures.
- Students will demonstrate an understanding of the nature of language through comparing the use of present and future tenses in Spanish with the use of the present and future tenses in English.

Connections:

- Students will reinforce and further their knowledge of environmental issues and technological advances through the foreign language.

Unit Outcomes/Unit Objectives: Students will understand that there are many environmental problems that affect our communities. Students will understand that there are many things we can do to promote awareness of environmental problems and to help prevent further environmental problems. Students will understand that environmental problems affect everyone in the world and it is important to find solutions together. Students will understand that in order to give advice/promote awareness, verb endings will need to change depending on your audience (commands). Students will understand that we should use technology to help improve our environment not to further damage it.

Conceptual Understandings/Essential Questions: What is our environment? Why should we be concerned about the environment? How does the environment affect you where you live? What can we do to resolve problems? To what extent can you express this in Spanish?

Unit Assessment: Intergrated Performance Assessment

Interpretive: You're a member of the ecology club at school. You need information about current environmental problems affecting your community. You read an article to gain more understanding of current issues.

Interpersonal: *Option A:* You are a member of the ecology club. You and another member discuss what problems affect our world and what the consequences are. You also discuss what you can do in school to solve some environmental problems and how you can spread the word to your classmates about the environment.

Option B: You are a member of the debate team. You are practicing a topic with your friend. You need to explain why technology is good for our world. Explain what things we have today because of technology and how they make our life easier. Your friend plays devil's advocate and explains why technology is bad for our world and how we are negatively affected by technology.

Presentational: You write a letter to the president stating your concerns about the environment and how it affects your community. Discuss the consequences that the world will face because of these problems. Talk about why what the government has done to solve the problems in the past has not worked. Say what we need to do together to improve the situation.

Environment and Technology (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
Use strings of sentences when speaking. Understand most spoken language. Create simple paragraphs when writing. Acquire knowledge and new information from comprehensive, authentic texts when reading. Tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning. Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and grouping of words, as well as patterns of mispronunciation and intonation.	How to use the present tense and future tense. How to and when to use informal, formal, and nosotros commands. Vocabulary for environmental problems. Vocabulary for endangered animals. Vocabulary for animals and habitats. Vocabulary for technology and inventions. What are considered to be significant environmental problems and solutions.	Express and support a point of view. Organize environmental problems by severity. Read about current environmental conditions of the world. Write about what they think should be done to solve the problems. Talk about their opinions. Present an issue to the class and discuss a solution. Talk about their future life.	Present environmental vocabulary using TPR and picture flashcards (see appendix). Students categorize problems in their town and other towns as really bad, better, or nonexistent (see appendix). In partners, students discuss their concerns about environmental problems. Class discussion about problems and the consequences facing the community. Students create a billboard to promote awareness to their community about a specific problem. Students categorize animals by their habitat and foods they eat. Students create a fantasy animal based on the animals they have studied and present it to the class (see appendix). Students create an acrostic poem on their favorite animal (see appendix). In pairs students research and present on an endangered animal (see appendix).	Vocabulary and grammar quizzes and tests Homework Participation & dialogues Essays & projects

Environment and Technology (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Generally use culturally appropriate behavior in social situations.</p> <p>Are able to understand and retain most key ideas and some supporting detail when reading and listening.</p>			<p>Read an article on Costa Rica and its environment (see appendix).</p> <p>Explore Costa Rica's national parks through the internet (see appendix).</p> <p>Students read short articles about the environment and how technology can help the future (see appendix).</p> <p>Play pictionary or question/answer Bingo with new vocabulary.</p> <p>Play memory with animal vocabulary.</p> <p>Listen to people describe their concerns about the environment.</p> <p>Read about how other cultures cope with environmental issues (see appendix).</p> <p>Use the internet to explore different environmental issues.</p> <p>Talk to partner about how technology affects you.</p> <p>Create a new technological item that will help solve the environmental problems.</p> <p>In groups discuss and present on how environmental problems will affect the future.</p>	

Environment and Technology (Cont.)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices Conmigo Level 2 Textbook p. 276-301, Ven Conmigo Level 3 Textbook p. 58-83 <ul style="list-style-type: none">• Conmigo Level 2 & 3 Listening CD's• Ven Conmigo Level 2 & 3 Chapter Video• Ven Conmigo Level 2 & 3 Interactive CD-ROM• Ven Conmigo Level 2 & 3 Transparencies• Ven Conmigo Level 2 & 3 Practice & Activity Books• Ven Conmigo Level 2 & 3 Grammar Books• Ven Conmigo Level 2 & 3 Communicative Resources Book• Ventanas Book 1• Attached appendix of activities• Okapi	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
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El medio ambiente**Vocabulary and Suggested Sequence of teaching****1. What is the/your environment? (Description of environment in general)**

Note: Some vocabulary may have been previously acquired. See “Suggested Activities in Appendices” for activities to re-activate these phrases, then move on with introduction of any new terms.

la selva	los edificios
los árboles	las casas
el bosque	los apartamentos
la playa	el centro comercial
el aire	el parque
la tierra	la escuela
el agua	el supermercado
el fuego	el césped/ el pasto
las montañas	las tiendas
el lago/la laguna	la cancha
el mar/ el océano	los carros
las flores	el estadio
las plantas	
el clima	
la naturaleza	
el campo	
la ciudad	

2. Problems in the environment**a) Descriptions and phrases for giving opinions (Descripciones y opiniones)**

El problema es grave	Estoy de acuerdo.
No hay problema	No estoy de acuerdo.
Es mejor	Estás equivocado/a.
Es grave	Tienes razón.
La amenaza es	No tienes razón.
Es horrible	porque
más que	
menos que	
tan como	

b) Possible problems (Problemas posibles)

la contaminación (del aire, del agua/océano, de la tierra)
 animales en peligro
 la extinción
 la basura
 el tráfico/ la cantidad de carros/coches/autos
 los árboles talados
 el gasto de energía
 el gasto del petróleo
 la calidad del aire

c) Possible causes (Causas posibles)

las personas/ la cantidad de gente
 los carros
 la dependencia en la gasolina/ el petróleo
 la construcción nueva
 la pesca

3. Endangered animals (Animales en peligro)

la ardilla	el águila	la tortuga marina
el pájaro	el ave	el lobo
la lechuza	el murciélago	
la hormiga	el manatí	
el mono	el jaguar	
el oso pardo	la ballena	
el delfín	el insecto	
el pez	el loro	
el serpiente	el oso	

4. Habitats

vivir	la selva	el nido
el mar/ el océano	el lago/la laguna	la montaña
la tierra	el bosque	el desierto
el aire	la cueva	el árbol

5. Diet (Dietas)

comer	plantas
la carne	verduras
otros animales	*see list of the other animals
carnívoro/a	
herbívoro/a	
omnívoro/a	

6. Solutions (las soluciones)

reciclar latas/ vidrio/ papel/ aluminio
 proteger los animales
 conservar la energía/ el petróleo
 usar otros modos de transporte (bicicleta/ monopatín/ el autobús/ caminar)
 nueva tecnología
 nuevos carros (carro eléctrico)
 energía solar
 energía del viento
 buscar información
 hablar con amigos y familia de los problemas
 apagar la luz (las luces)
 sembrar

7. Technology (la tecnología)

desarrollar

destruir

el teléfono móvil

la computadora

las máquinas

el carro híbrido

la energía solar

la energía nuclear

los adelantos

Entertainment (Arte y Música)

Targeted Standards:

Communication:

- Students will engage in conversation and ask and answer questions about entertainment, focusing on art and music.
- Students will express and support their point of view.
- Students will read, listen to, and analyze authentic texts, songs, and artwork.
- Students will present information by critiquing several pieces of artwork.

Culture:

- Students will examine the types of art and music in the Spanish speaking world.
- Students will look at the role of entertainment in Spanish speaking countries.
- Students will begin to analyze how social situations affect art and entertainment.

Comparisons:

- Students will demonstrate an understanding of culture through comparing differences in entertainment in American and Spanish cultures.
- Students will demonstrate an understanding of culture through comparing differences in social situations that affect entertainment in American and Spanish cultures.
- Students will demonstrate an understanding of the nature of language through comparing the use of present and past tenses in Spanish with the use of the present and past tenses in English.

Connections:

- Students will reinforce and further their knowledge of entertainment, focusing on art and music, through the foreign language.

Unit Outcomes/Unit Objectives: Students will understand that there are many forms of entertainment. Students will understand that there are many reasons that artists create their work. Students will understand that entertainment is affected by social issues. Students will understand that in order to describe in the present and past, verb endings will need to change. Students will understand that we should use art and music to learn about current cultures and the history of cultures, including our own.

Conceptual Understandings/Essential Questions: Why should we be concerned about art and music? How does where you live affect entertainment? How does art make you feel? To what extent can you express this in Spanish?

Unit Assessment: Integrated Performance Assessment

Interpretive: You have heard about the movie *Frida Kahlo* and you want to learn more about her.

Interpersonal: You have a conversation with a friend while on a field trip to a museum as part of your Spanish class.

Presentational: After visiting a museum in a Spanish-speaking country, you decide to write back to your favorite Spanish teacher and tell him/her all about what you've experienced.

Entertainment (Arte y Música) (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Use strings of sentences when speaking.</p> <p>Understand most spoken language.</p> <p>Create simple paragraphs when writing.</p> <p>Acquire knowledge and new information from comprehensive, authentic texts when reading.</p> <p>Tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.</p> <p>Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and grouping of words, as well as patterns of mispronunciation and intonation.</p> <p>Generally use culturally appropriate behavior in social situations.</p>	<p>How to use the present tense and the past tense.</p> <p>How to make comparisons.</p> <p>Vocabulary for art and music.</p> <p>Vocabulary for feelings, emotions, and opinions.</p> <p>What are considered to be significant artists, musicians, and their work in the Spanish culture.</p>	<p>Express and support a point of view.</p> <p>Organize art based on type, theme, genre, and/or time frame.</p> <p>Read articles about artists and/or musicians and what influenced them.</p> <p>Write how certain works of art and music make you feel.</p> <p>Discuss what influenced artists to create their art.</p> <p>Talk about their opinions.</p> <p>Present an artist/musician to the class and detail his/her life.</p> <p>Talk to a partner about preferences and feelings about art and music.</p> <p>Present information about art and music by critiquing specific works.</p>	<p>Present art and music vocabulary using TPR and pictures.</p> <p>In partners, students discuss what works of art contain.</p> <p>Class discussion about works of art and music and the artists that created them.</p> <p>Students will read an article about Frida Kahlo and what influenced her artwork.</p> <p>Students create their own works of art based on the types or themes they have studied.</p> <p>Students read articles about types of art and music.</p> <p>Students listen to and read the lyrics of authentic songs and answer questions about them.</p> <p>Play pictionary or question/answer Bingo with new vocabulary.</p> <p>Students compare examples of artwork.</p>	<p>Vocabulary and grammar quizzes and tests</p> <p>Homework</p> <p>Participation & dialogues</p> <p>Essays & projects</p>

Entertainment (Arte y Música) (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
Are able to understand and retain most key ideas and some supporting detail when reading and listening.			<p>Listen to people describe their opinions about works of art/music.</p> <p>Students talk about what they believe the artist was thinking when creating works of art.</p> <p>Talk about what social issues could have prompted the artist to create works of art.</p> <p>Use the internet to explore different artists and their work.</p> <p>Talk to partner about how different works of art and music affect them, how art/music makes them feel.</p> <p>Students present an artist and his/her work and life to the class.</p> <p>Compare and contrast types of music in the US and Spanish speaking world.</p> <p>Students pretend to be art critics by writing about various works of art.</p>	

Entertainment (Arte y Música) (Cont.)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices Ven Conmigo Level 3 Textbook p. 136-161, Chapter 6 <ul style="list-style-type: none">• Ven Conmigo Level 3 Listening CD's• Ven Conmigo Level 3 Chapter Video• Ven Conmigo Level 3 Interactive CD-ROM• Ven Conmigo Level 3 Transparencies• Ven Conmigo Level 3 Practice & Activity Books• Ven Conmigo Level 3 Grammar Books• Ven Conmigo Level 3 Communicative Resources Book Powerpoint on artists Vocabulary lists Powerpoint presentations	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
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Suggested Vocabulary and Sequence of teaching: Arte y música 4-1**1. Repaso de los colores, formas, tamaños, y descripciones**

verde	círculo(s)	lindo	viejo/a
azul	triángulo(s)	bonito	nuevo/a
blanco	cuadrado(s)	feo/feísimo	joven
negro	rectángulo(s)	bueno/buenísimo	
gris	línea(s)	malo/malísimo	
rojo	grande	divertido	
amarillo	pequeño/a	aburrido	
anaranjado	mediano/a		
morado/violeta	grandísimo	Me gusta mucho, más o menos, un poco...	
rosado/rosa	pequeñísimo	No me gusta para nada...	
claro	gigante	Me encanta...	
oscuro	enorme	Me choca...	

2. Temas de arte

la familia	el amor	el autorretrato
la familia real	el terror	
la naturaleza	la historia	
la muerte	la vida cotidiana	
la guerra	la celebración	
la religión	el sobrenatural	
la fantasía	el retrato	

3. Los tipos de arte

la arquitectura	la pintura/el cuadro
la escultura	el mural
el dibujo	la estatua

4. Los géneros

abstracto	realista
cubista	moderno/a
surrealista	antiguo/a

5. Las opiniones (these are phrases to be used for all types of Entertainment, not just art)

(Some words may be review words for these students but they may not have been used with these phrases before.)

Me hace sentir...bien/mal	Me parece bien/mal.
...triste.feliz	lindo(a)/feo(a)
...contento/a	bonito/a
...tranquilo/a	estúpido/a
...impotente	Me da miedo.
...ilusionado(a)/desilusionado(a)	fuerza
...con fuerza	risa
Ma hace llorar.	energía
imaginar.	sueño
enojar.	Me hace pensar en...
dormir.	
cantar/bailar.	

6. Las influencias

familia	desastres	medioambiente
amigos	para protestar	depresión
casa	política	sufrimiento
donde viven	hambre	problemas familiares
amor-novios/esposos	iglesia	peleas
naturaleza	gobierno	accidentes
sueños	muerte	enfermedades
obsesiones	problemas económicos	
belleza	ceremonias/rutinas	
preferencias	imaginación	

7. Los sentimientos del artista

Se sentía(n)...	lastimado/a	orgullosa/a
Estaba(n)...	pobre	desilusionado/a
feliz	rico/a	confundido/a
triste	victorioso/a	oprimido/a
deprimido/a	como víctima	vencedor/a
enfermo/a	como parte de...	tradicional
impotente	con fuerza	con miedo
tranquilo/a	arrepentido/a	sufrido/a
apurado/a	espiritual	de buen humor
contento/a	con fe	de mal humor
perdido/a	fracasado/a	

8. Comparaciones

más...que	mejor
menos...que	peor
tan...como	prefiero

9. La música—los géneros de música y artistas

rock	flamenco	Juan Luis Guerra	Selena
pop	folklore	Marc Anthony	Shakira
rap	reggaetón	Aventura	El Gran
Combo			
hip-hop	tango	Daddy Yankee	Ricky Martin
salsa	ranchero	Maná	Elvis Crespo
merengue	samba	Juanes	Big Pun
bachata	cumbia	Ricardo Arjona	
amor		Alejandro Sanz	

10. Vocabulario para música

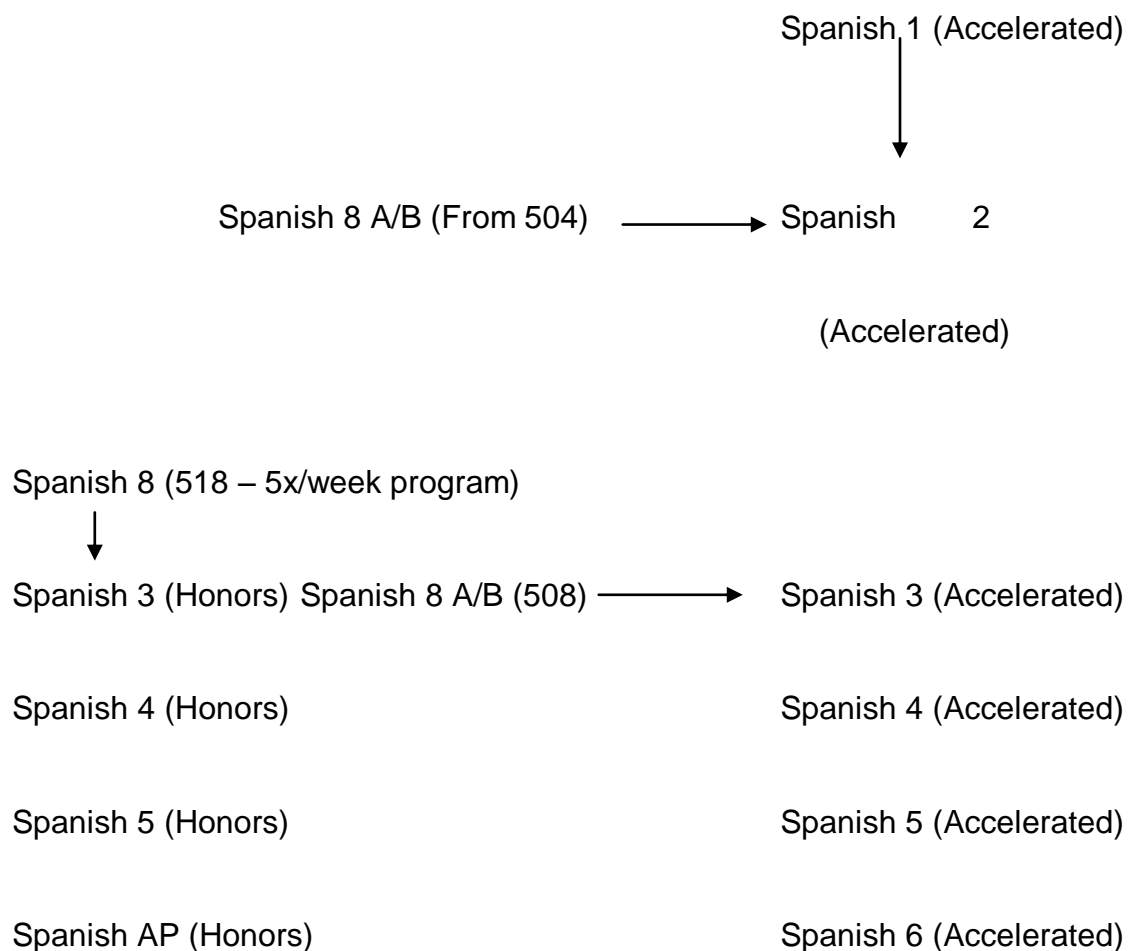
cantante	rapero/a	escribir
bailarín	famoso/a	hacer música
guitarista	cantar	letra
baterista	bailar	palabras
pianista	grupo	
saxofonista	solo	

APPENDICES

WORLD LANGUAGES SPANISH PROGRAM SEQUENCE

High School Honors Program

High School Accelerated Program



PROGRAM COMPONENTS FOR SPANISH 4-1

Text - Ven Conmigo

Practice and Activity Book
Audiocassette Tapes/CDs
Video component

LESSON PLANNING

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

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

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

1. Preparation of Lessons

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

2. Structures

- a. Try an inductive approach when introducing regular and simple concepts: (1) oral presentation of examples; (2) oral practice; (3) generalization or rule - derived from students.
- b. Reinforce the concept through reading of text drills and completion of appropriate written exercises.
- c. A deductive approach is recommended for the presentation of patterns that cannot be discovered through analogy.

3. Exercises:

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

4. Personalization

- a. Vary questions and drills in the text in order to personalize the content.
- b. Provide oral and written application activities similar to those described in the curriculum guide. Once the mechanics have been mastered, realistic stimuli enables students to apply the vocabulary and/or concepts required. Provide students with learning experiences that go beyond the mechanical stage.

5. Pictures - Transparencies

- a. Compile a collection of visuals for each lesson. Visual cues are an invaluable aid to stimulate conversation and provide a common point of reference.
- b. Refer to and use captioned photographs that appear in each lesson. Students should be able to provide brief descriptions or answer related questions.

6. Use of Spanish

- a. Conduct the lesson in Spanish to the extent possible.
- b. Emphasize usage rather than analysis. Talk in the language, not about the language.
- c. Do not encourage translation or decoding into English on the part of students.

ASSESSMENT

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

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

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

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

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

Semester grades should be calculated using the following components:

Semester assessment

Mini assessments (listening, reading, writing, speaking)

Oral participation

Notebook

TECHNOLOGY

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

Topics to be considered are:

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

Procedure

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

This can be a group, partner or individual activity.

Framework For Essential Instructional Behaviors, K-12
Common Threads

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

1. Planning Which Sets The Stage For Learning & Assessment***Does the planning show evidence of:***

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

2. Productive Learning Climate & Classroom Management***Does the student-teacher interaction and the classroom show evidence of:***

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

3. Teaching & Learning***Does the instruction show evidence of:***

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

4. Professional Responsibilities & Characteristics***Does the teacher show evidence of:***

- a. continuing the pursuit of knowledge of subject matter and current research on effective practices in teaching and learning.
- b. reflecting upon teaching to inform instruction.
- c. maintaining accurate records and completing forms/reports in a timely manner.
- d. communicating with parents about their child's progress and the instructional process.
- e. treating learners with care, fairness, and respect.
- f. working collaboratively and cooperatively with colleagues.
- g. sharing planning and instructional responsibilities in co-teaching partnerships.
- h. maintaining positive and productive relationships with Child Study Team members, guidance counselors, school nurses, speech therapists, and other professional staff at the building level.
- i. maintaining positive relationships with school support staff including secretaries, paraprofessionals, lunch aides, and custodial staff.
- j. being flexible and open to suggestions from supervisors and administrators.
- k. presenting a professional appearance.

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

2009-10 GROUPING PROCEDURES FOR WORLD LANGUAGES: GRADES 6 - 12

Honors French/Spanish Sequence

1. **French/Spanish 6** - Enrollment in the sixth-grade world languages program is required of all grade 6 students. Students who continue their study of Spanish from the elementary school are enrolled in Spanish 506. Students who begin the study of Spanish in the middle school are enrolled in Spanish 503. French is a new language offering, so all students begin this language in French 526. The language chosen for study in grade 6, shall be the language studied in grades 7 & 8.
2. **French/Spanish 7** - Enrollment in the seventh-grade world languages program is required of all students who completed French/Spanish 6.
3. **French/Spanish 8** - Enrollment in the eighth-grade world languages program is required of students who completed French/Spanish 7. Students recommended for grade 8 Language Arts H or -1 will be enrolled in the French/Spanish everyday program. Students recommended for grade 8 Language Arts-2 will be enrolled in the French/Spanish alternate day program.
4. **French 2 Honors** – Eighth-grade students in the 5x/week program who are consistently maintaining A's and B's who give indication of being able to maintain that level of achievement should be scheduled for French 2H. Generally, these students should show above average proficiency in all language skills: listening, speaking, reading and writing. They should be able to function in the target language in the classroom and should have teacher recommendation. Students not recommended for French 2H should be placed in French 2-1 class.
5. **Spanish 3 Honors** – Eighth-grade students in 5x/week program who are consistently maintaining A's and B's who give indication of being able to maintain that level of achievement should be scheduled for Spanish 3H. Generally, these students should show above average proficiency in all language skills: listening, speaking, reading and writing. They should be able to function in the target language in the classroom and should have teacher recommendation. Students not recommended for Spanish 3H should be placed in a Spanish 3-1 class.

6. French 3 Honors

- a) It is expected that most students now enrolled in French 2H will proceed directly to French 3 (Honors). The criteria delineated below serve as guidelines for the placement of students in French 3H classes.
- Maintain grades in French 2H of A or B.
 - Ability to grasp and retain structural concepts.
 - Above average proficiency in all language skills: listening, speaking, reading and writing.
 - Ability to function in the language, i.e., accustomed to using the language in the classroom.
 - Generally favorable attitude toward language learning – demonstrated through interest in development of communication skills, preparation and completion of assignments, regular attendance, self-motivation, etc.
- b) French 2H students who do not meet the above criteria should be recommended for placement in a French 3-1 class.

7. **Spanish 4 Honors**

- a) It is expected that most students now enrolled in Spanish 3H will proceed directly to Spanish 4 (Honors). The criteria delineated below serve as guidelines for the placement of students in Spanish 4H classes.
- Maintain grades in Spanish 3H of A or B.
 - Ability to grasp and retain structural concepts
 - Above average proficiency in all language skills: listening, speaking, reading and writing
 - Ability to function in the language, i.e., accustomed to using the language in the classroom
 - Generally favorable attitude toward language learning – demonstrated through interest in development of communication skills, preparation and completion of assignments, regular attendance, self-motivation, etc.
- b) Spanish 3H students who do not meet the above criteria should be recommended for placement in a Spanish 4-1 class.

8. **French 4 Honors** - Upon completion of French 3H, it is expected that most students now enrolled in French 3H will proceed directly to French 4 (Honors). The criteria delineated below serve as guidelines for the placement of students in French 4H classes.

- a) French 4 – Honors: Guidelines for placement in 4-Honors are listed below.
- Projected end-of-year grade of B in French 3H or A in 3-1 and teacher recommendation
 - Above-average proficiency in all language skills: listening, speaking, reading and writing
 - Ability to perform successfully in a diversified, in-depth academic program.
 - Self-motivation and interest in language study

9. **Spanish 5 Honors** - Upon completion of Spanish 4H, it is expected that most students now enrolled in Spanish 4H will proceed directly to Spanish 5 (Honors). The criteria delineated below serve as guidelines for the placement of students in Spanish 5H classes.

- a) Spanish 5 - Honors: Guidelines for placement in 5-Honors are listed below.

- Projected end-of-year grade of B in Spanish 4H or A in 4-1 and teacher recommendation
 - Above-average proficiency in all language skills: listening, speaking, reading and writing
 - Ability to perform successfully in a diversified, in-depth academic program
 - Self-motivation and interest in language study
- b) Spanish 5-1 (Accelerated); Students recommended for 5-1 should meet the following criteria.
- Projected end-of-year grade of C in Spanish 4H or B/C in Spanish 4-1
 - Average proficiency in all language skills: listening, speaking, reading and writing
 - Ability to perform in the language within the framework of a less intensified program than the honors program
 - Interest in improvement of basic language skills
10. **French AP Honors:** This college level course is designed for linguistically advanced students. Although not required, students are encouraged to take the advanced placement examination in May. Students recommended for 5/AP should meet the criteria described below.
- Projected end-of-year grade of **A** or **B** in French 4-Honors. Exceptional students from French 4-1 and 5-1 may also be enrolled with recommendation of AP teacher.
 - Students enrolled in the AP program must demonstrate excellent proficiency in all language skills: listening, speaking, reading and writing
 - Since the Spanish AP program follows the literature syllabus, students who enroll must also have the potential ability to :
 - analyze and interpret literary works
 - compare and contrast different authors, works and periods
 - identify figures of speech, symbolism, meter or rhyme schemes
 - evaluate literary works
 - high degree of self motivations; able to work independently
11. **Spanish AP Honors:** This college level course is designed for linguistically advanced students. Although not required, students are encouraged to take the advanced placement examination in May. Students recommended for 5/AP should meet the criteria described below.

- Projected end-of-year grade of **A** or **B** in Spanish 5-Honors. Exceptional students from Spanish 5-1 and 6-1 may also be enrolled with recommendation of AP teacher.
 - Students enrolled in the AP program must demonstrate excellent proficiency in all language skills: listening, speaking, reading and writing
 - Since the Spanish AP program follows the literature syllabus, students who enroll must also have the potential ability to:
 - analyze and interpret literary works
 - compare and contrast different authors, works and periods
 - identify figures of speech, symbolism, meter or rhyme schemes
 - evaluate literary works
 - high degree of self motivation; able to work independently
12. **French 5-1** (Accelerated): Students who have completed a fourth year French program with a grade of C or better but who are not recommended for the AP course may elect French 5-1.
13. **Spanish 6-1** (Accelerated): Students who have completed a fifth year Spanish program with a grade of C or better but who are not recommended for the AP course may elect Spanish 6-1.

Honors Latin/Hindi Sequence

Students can elect to study Latin or Hindi at the Honors level in the high school. Determination for Honors credit is developed through a contract that the students and parents/guardians sign at the beginning of each academic year. The contract specifies the additional academic requirements that the student agrees to meet in order to receive Honors credit.

Four-Year Sequence

1. **French/Spanish/Latin/Hindi 1 (Accelerated)**
Students who are native Spanish speakers wishing to enroll in a Spanish course in the high school must prepare a writing sample which the high school teachers will evaluate. They will recommend placement. The supervisor will coordinate the evaluation.
2. **French/Spanish/Latin/Hindi 2 (Accelerated)** - Students who successfully complete the first-year program will be recommended by their teachers for a second year of study. These students should have a grade of C or better in French/Spanish/Latin 1. Students who show unsatisfactory progress in the first-year course should be recommended to repeat the course or discontinue world languages study.
3. **French/Spanish/Latin/Hindi 3 (Accelerated)** - To the extent that their interests and abilities permit, second-year students should be encouraged to enroll in the third-year course. Generally students enrolling in a third year program should meet the following criteria:
 - Projected end-of-year grade of C or better in World Languages 2
 - Ability to grasp and master structural concepts
 - Ability to read with comprehension
 - Generally favorable attitude toward language learning demonstrated through interest in development of oral and written skills, preparation and completion of assignments, regular attendance, self-motivation
4. **French/Spanish/Latin/Hindi 4 (Accelerated)** - To the extent that their interests and abilities permit, third-year students should be encouraged to enroll in the fourth-year course. Generally students enrolling in a fourth year program should meet the following criteria:
 - Projected end-of-year grade of C or better in World Languages Level 3
 - Ability to grasp and master structural concepts
 - Ability to read with comprehension
 - Generally favorable attitude toward language learning demonstrated through interest in development of oral and written skills, preparation and completion of assignments, regular attendance, self-motivation

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

Martin Smith
Beatrice Yetman
World Languages Supervisors

APPROVED: _____
Rose Traficante
Assistant Superintendent

MS/BY/pa
Revised: 11/08

WORLD LANGUAGES FRENCH PROGRAM SEQUENCE**High School French Honors Program
Program****High School Accelerated French**

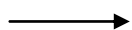
French 1 (Accelerated)

French 8 (538 – 5x/week program)



French 2 (Honors)

French 8 A/B (528)



French 2 (Accelerated)

French 3 (Honors)

French 3 (Accelerated)

French 4 (Honors)

French 4 (Accelerated)

French AP (Honors)

French 5 (Accelerated)

WORLD LANGUAGES SPANISH PROGRAM SEQUENCE**High School Honors Spanish Program
Spanish
Program****High School Accelerated**

Spanish 1 (Accelerated)



Spanish 8 A/B (From 504)



Spanish 2

(Accelerated)

Spanish 8 (518 – 5x/week program)



Spanish 3 (Honors) Spanish 8 A/B (508)



Spanish 3 (Accelerated)

Spanish 4 (Honors)

Spanish 4 (Accelerated)

Spanish 5 (Honors)

Spanish 5 (Accelerated)

Spanish AP (Honors)

Spanish 6 (Accelerated)

WORLD LANGUAGES LATIN PROGRAM SEQUENCE**Four-Year Latin Program**

Latin 1 (Accelerated or Honors)

Latin 2 (Accelerated or Honors)

Latin 3 (Accelerated or Honors)

Latin 4 (Accelerated or Honors)

WORLD LANGUAGES HINDI PROGRAM SEQUENCE**Four-Year Hindi Program**

Hindi 1 (Accelerated or Honors)

Hindi 2 (Accelerated or Honors)

Hindi 3 (Accelerated or Honors)

Hindi 4 (Accelerated or Honors)

OPTIONAL ACTIVITIES

SPANISH JOURNAL:

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

APPLICATION ACTIVITIES

Listening activities/TPR responses

The natural approach (handout)

Listening activities using visuals (tiras cómicas)

TPR Storytelling (handout)

GOUIN SERIES see handout

Language ladder of feelings

APPLICATION ACTIVITIES

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

Oral Activities

1. Students present 2-3 sentences in description of a classmate. This may take the form of a game, ¿Quién es?
2. After viewing pictures, students ask and answer questions concerning the illustrations.
3. Tú-usted: Students respond to a situation similar to the one described below:

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

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

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

4. In 3-4 sentences, students describe their sports activities.
5. Students select a sports hero and briefly describe her/him.

Application Activities: p.2

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

Written Activities

1. Students write several sentences to describe a classmate. These brief paragraphs may then be read in class.
2. Students describe a picture or photograph depicting a famous person.
3. Students write a personalized application of a dialog.
4. Students prepare their own visuals or use magazine pictures illustrating comparison of adjectives. Students write descriptive sentences related to the visual.
5. Based on information contained in the reading, students assume the role of a person and describe her/his activities. ex: Yo soy Mari Carmen.
6. The class, with teacher direction, develops a paragraph of interest activities. Sentences are put in proper sequence to form a logical paragraph. This activity serves as a model for a paragraph to be written by each student.
7. Geography: Students write approximately five sentences comparing/contrasting cities of the U.S. and of South America.
8. Travel: Students sketch or find pictures depicting train travel and label them appropriately.

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

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

HOW TO LEARN AND HAVE FUN IN SPANISH

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

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

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

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

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

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

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

Before the bell rings, there are some things you might do:
Please open your, "texto" and review your "tarea"
Sharpen your "lápiz", dispose of your "basura",
This lesson is about to "empezar".

4. **You are encouraged to communicate in Spanish. Seize any opportunity to do so.** When asking for permission, for a variety of reasons, an appropriate phrase in Spanish may be rewarded (at the teacher's discretion) with an affirmative reply. There is the danger of abusing this behavior. Be prudent!

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

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

Take that risk for communication!

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

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

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

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

Infinitives, infinitives

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

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

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

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

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

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

Getting to know you is your Teacher's delight.

So she queries and questions you.
 Where do you work? What do you like to do?
 Once in a while, you might,
 If you have the inclination,
 Turn the interrogative back to her instead.
 And listen to her point of view or bit of
 information.
 Remember -- use Usted.

10. **The most intelligent person asks questions.** requests help, seeks advice from others more experienced than him/herself. Be curious. Discover knowledge. What you find is forever yours, never to lose, but available to share with others if you choose to do so.

Here's a good suggestion:

Know how to ask a Question.

"¿Qué pagina?" "¿Por qué?" "¿Qué quiere decir?"

Be ready to hear a joyful reaction,

Filled with pride and satisfaction,

Even a "Bravo" cheer!

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

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

Often you'll be asked to write.

That's a chance to grow.

Do your best to pass this test.

You're the "star" of the "show".

Your ideas -- small seeds.

Will grow like wild weeds.

Follow them wherever they might go.

What you finally submit,

Won't always be a "hit".

But you're on your way to becoming a Pro!

Proficient and Productive.

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

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

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

C. Try to **anticipate the topic** of the writing component. **Brainstorm** it's content.

- D. Develop "MENUS". Jot down the menus you will need on your test paper. Since you practiced them beforehand, they should be correct. They are a definite time-saver.

EL TIEMPO ES ORO

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

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

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

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

Chewing gum is not okay!
Books are covered everyday!
Homework is neat, always complete!

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

A paper with scribbles will not be accepted!
Assignments, on time, will be expected!
Most excuses will be rejected!

I'm generous,
Don't think I'm not.
But I can't possibly have everything you forgot.
Cough drops, tissues, band-aids and more,
May be obtained at your well-supplied
neighborhood store.

As you look forward now to a challenging year in your Spanish class, keep in mind some future rewards for your hard work and dedication:

1. Membership and/or leadership in the high school Sociedad Honoraria Hispánica, (Capítulo Benito Pérez Galdós).
2. Participation in the National Spanish Exam Competition.
3. Participation in Immersion Day activities held at Middlesex County College.
4. Eligibility for various scholarships and awards available through the National Spanish Honor Society and other professional organizations.
5. Publication of your original literary and artistic work in Albricias, a prestigious national Spanish Language publication.
6. Participation in Summer Language Camps such as those offered at Millersville University in Pennsylvania.
7. Travel to any Spanish-speaking country with the assurance that you will be welcomed.
8. Social connections, friendships, and professional contacts, possible because you and those you meet, "speak the same language."
9. Opportunities to live and study in a Spanish-speaking country.
10. Post-graduate study at Middlebury College in Vermont-one of the most prestigious language studies institutions in the United States.
11. Employment with a company or firm which appreciates your linguistic skills.
12. Educational and personal enrichment because you are able to read Spanish Language publications, comprehend radio and T.V. broadcasts and enjoy musical and cultural events.

And the most enduring benefit of all --

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

**PAULA SPITZ
EDISON HIGH SCHOOL**

APPENDIX K:
METHODOLOGY FOR INNOVATIVE
INSTRUCTION IN K-12
WORLD LANGUAGE PROGRAMS

Figure 26**GOUIN SERIES**

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

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>The teacher orally describes a particular set of logical steps or a daily routine using action verbs in the same tense. Pantomime accompanies the oral description of the action as they repeat the teacher's description of the action. Eventually, the teacher can request original sequences from the students, based on their own daily experiences.</p>	<ul style="list-style-type: none"> • engages students' interest and active participation • gives an authentic experience of using the target language • develops listening and oral comprehension as a continuum within authentic situations • facilitates the natural emergence and development of oral communication in the target language.

Figure 27**DIALOGUE JOURNALS**

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

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
<p>Students write on topics on a regular basis, and the teacher responds with oral or written advice, comments, and observation in conversation. In the early stage of learning a language, students can begin by adding a few words and combining them with pictures.</p>	<ul style="list-style-type: none"> • develops communication and writing skills • creates a positive relationship between the teacher and the student • increases student interest and participation • allows the student to direct his or her own learning • provides opportunities to use the target language

Adapted from the *Florida Curriculum Framework*, 1996

Figure 29 (continued)**TPR STORYTELLING**

Offer it to students on your right.
Offer that student a big bird.
Grab a coyote and put it on that student's head.
Etc.

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

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

Step Two: Students Produce and Practice Vocabulary Words

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

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

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

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

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

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

1. She pauses in the story to allow students to fill in words or act out gestures.
2. She makes mistakes and lets the students correct her.
3. She asks short-answer and open-ended questions.

(Is the coyote long or little? Who does the coyote grab? What is the coyote's name? Where does he live?)

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

Figure 30
INTERVIEWS

A strategy for gathering information and reporting

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
Students prepare a set of questions and a format for the interview. After conducting the interview, students present their findings to the class.	<ul style="list-style-type: none"> • fosters connections between ideas • develops the ability to interpret answers • develops organizational and planning skills • develops problem-solving skills • provides opportunities to use the target language •

Figure 31

CLOZE

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

HOW DO YOU USE IT?	WHAT ARE THE BENEFITS?
The teacher eliminates a word or phrase from the sentence. Students complete the sentence with a word that “makes sense.” The teacher may select random words or a specific part of speech. This can be expanded to the more difficult task of finding a word that makes sense when only the initial letter of the word is provided.	<ul style="list-style-type: none"> • provides opportunities for creativity • develops the use of precise vocabulary • focuses on the use of precise and correct communication • increase comprehension skills • provides opportunities to use the target language

Adapted from the *Florida Curriculum Framework*, 1996

Total Physical Response Storytelling:

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

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

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

The steps to teaching a mini-story are:

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

Mini-cuento: El pico

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

Appendix L

Integrated Performance Assessment Tasks

Intermediate Interpretive Task

Task Title: Mi verano pasado

Theme: How great was my summer vacation

Level: Intermediate **Focus Age Group:** 13-15 years old

National Standards Goals:

Communication **Cultures** **Connections** **Comparisons** **Communities**

Communication Mode: **Interpretive** Interpersonal Presentational

Time Frame: approximately 1 class period of 43 minutes

Description of task: Your friend Fernando has invited you to spend your summer vacation in Spain. He sends you information about it to see if you are interested.

Materials needed: Summer Camp Brochure from www.clubdeva.org

Teacher Notes: Some of the questions in this assessment are to be answered in English and others in Spanish. Pre-reading activity is optional and may be done the day before assessment.

Name: _____

Class: _____

Mi verano pasado

Preparation Phase: Your friend Fernando has invited you to spend your summer vacation in Spain. He sends you information about it to see if you are interested. You sit down and read the information he sent you. Then explore the following questions.

1. List 3 of your favorite summer activities.

2. Would you consider any of the following activities fun? Circle activities you would try:
- | | | | |
|--------------|------------------------|------------------|----------|
| soccer camp | windsurfing | horseback riding | |
| hiking | running with the bulls | biking | swimming |
| skating | mountain climbing | scuba diving | kayaking |
| water skiing | | | |

Comprehension Phase: Now you read the article. Answer the following based on the reading:

1. Main Idea: Using the brochure, what is the main idea in English of the information presented? _____

2. Supporting information: Based on the article, read the following statements and indicate whether they are TRUE or FALSE. Write the sentence from the article that supports your answer.

_____A. If you sign up for a 3rd activity there is 50% discount. . _____

_____B. Hockey takes place on Saturday mornings. _____

_____C. Mountain biking is available Sunday mornings. _____

_____D. Soccer is offered for college students on Sunday afternoons . _____

_____E. Hockey, mountain biking and soccer are the only sports offered.. _____

_____F. This is a camp only for sports. _____

3. Meaning from context: Based on the article, write what you think the following words mean in English:

A. descuentos(page 1, left side): _____

B. disfrutar (page 1, caption): _____

C. los entrenamientos (page 2, paragraph 2, line 1): _____

D. el juego en equipo (page 2, paragraph 2, line 4): _____

E. salidas (page 2, paragraph 3, line 1): _____

F. entretenamiento (page 3, paragraph 1, line 4): _____

Intermediate Interpretive Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Comprehension <ul style="list-style-type: none">• Main ideas• Supporting details (How well do you find the main ideas and supporting details from the text?)	You are able to identify the main idea. You identify all of the supporting details.	You are able to identify the main idea. You identify some of the supporting details.	You are able to identify the main idea. You identify few of the supporting details.
Vocabulary <ul style="list-style-type: none">• Key Words (How do you determine meaning of words?)	You are able to determine the meaning of all key words that are cognates and thematic vocabulary.	You are able to determine the meaning of some key words that are cognates and thematic vocabulary.	You are able to determine the meaning of a few key words cognates and thematic vocabulary.

Intermediate Interpersonal Task

Task Title: Mi verano pasado

Theme: How great was my summer vacation

Level: Intermediate **Focus Age Group:** 13-15 years old

National Standards Goals:

Communication Cultures **Connections** Comparisons Communities

Communication Mode: Interpretive **Interpersonal** Presentational

Time Frame: approximately 5-10 minutes per pair

Description of task:

You and your friend are talking about what you did last summer. Be sure to include details about the following:

- Places you went (What was it like? Who did you go with? What was the weather like? What did you do there?)
- People you met (Where did you meet? What were they like? What did you talk about?)
- Things you did with family/friends
- Did you learn a new activity? Did you participate in any sports or activities?
- Did anything interesting happen to you? Did you go to an interesting party or event?

Make sure to not only give information but to ask for information as well.

Materials needed: task sheet

Teacher Notes: This assessment should be completed in Spanish with a partner.

Intermediate Interpersonal Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
VOCABULARY USE <ul style="list-style-type: none"> Do you use vocabulary pertaining to the topic? Do you include details? 	You use a variety of vocabulary on several aspects of the topic. You provide some supporting details.	You use a variety of vocabulary on a few aspects of the topic. You provide few supporting details.	Your vocabulary is limited and/or repetitive. You provide no supporting details.
COMPREHENSION <ul style="list-style-type: none"> How well do you understand? 	You respond appropriately to most questions. You give some feedback.	You respond appropriately to some questions. You may try to give feedback.	You respond appropriately to few questions. You don't give any feedback.
COMMUNICATION STRATEGIES <ul style="list-style-type: none"> What do you do when one of you doesn't understand? 	You ask questions when unsure of meaning. You may try to paraphrase to help in understanding.	You may ask questions or use substitute words when unsure of meaning.	You repeat words or may use substitute words when unsure of meaning. You may use gestures to show that you don't understand or can't find the words you want in the language.
<ul style="list-style-type: none"> How do you participate in the conversation? 	You are able to start the conversation and ask questions to move it along. Questions include yes/no and informational.	You are able to ask some basic questions to help move the conversation along.	You may attempt to ask memorized questions, but you generally only respond to questions.
COMPREHENSIBILITY <ul style="list-style-type: none"> Can you be understood? 	You are generally understood by those accustomed to interacting with language learners. Your pronunciation does not distort message.	You may be understood, with minimal difficulty, by those accustomed to dealing with language learners. There are some errors in pronunciation, but they do not distort message.	You are understood with difficulty by those accustomed to dealing with language learners. There are many errors in pronunciation, which may impede message.
<ul style="list-style-type: none"> How do you get your message across? 	You create with language using strings of sentences and some connected sentences.	You can create with language using simple sentences and some strings of sentences.	You use some simple sentences, but you rely on memorized phrases.
LANGUAGE CONTROL <ul style="list-style-type: none"> How in control are you of the language? 	You are highly accurate when producing simple sentences.	You are generally accurate when producing simple sentences.	You are using memorized language. Your accuracy may decrease when creating with language.

Intermediate Presentational Task

Task Title: Mi verano pasado

Theme: How great was my summer vacation

Level: Intermediate

Focus Age Group: 13-15 years old

National Standards Goals:

Communication Cultures

Connections

Comparisons

Communities

Communication Mode: Interpretive

Interpersonal

Presentational

Time Frame: approximately 1 class period of 43 minutes

Description of task:

You are on vacation in a Spanish speaking city. Write a postcard to your parents describing what you have done since you have been there and what you will do before you leave. Be sure to include all of the activities that you have enjoyed.

Materials needed: task sheet (see below)

Teacher Notes: This section should be completed in Spanish. Teacher may choose to modify task. Postcard design is optional. Teacher may want to select the cities students will write about and assign them before hand. Research can be done about the cities prior to writing.

Intermediate Low Presentational Task

You are on vacation and have decided to write a post card to your parents back home. You need to include the following information:

- _____ A greeting
- _____ Where are you
- _____ Where are you staying
- _____ Description of the place
- _____ Description of the weather
- _____ 10 activities (using the preterit, imperfect and simple future)
 - El primer día yo...
 - También yo...
 - Al día siguiente yo...
 - Después yo...
 - Ayer yo...
 - Luego yo...
 - Hoy yo voy a ...
 - Más tarde yo ...
 - Mañana yo...
 - Por último me gustaría...
- _____ When are you going home
- _____ Tell your parents about someone you met and describe them
- _____ Tell your parents you miss them
- _____ End your letter with a farewell

Your post card should be creative and decorative. You should use the information in the book and be able to use additional vocabulary to enhance your ideas. If you have any questions, please ask.

¡Buena suerte!

Intermediate Presentational Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
VOCABULARY USE / IMPACT <ul style="list-style-type: none"> • Do you use vocabulary pertaining to the topic? Do you include details? 	You use a variety of vocabulary, with little repetition, on several aspects of the topic. You provide some supporting details.	You use a variety of vocabulary, with some repetition, on a few aspects of the topic. You provide few supporting details.	Your vocabulary is limited and/or repetitive. You provide no supporting details.
COMPREHENSIBILITY <ul style="list-style-type: none"> • Can you be understood? 	You are understood all of the time and you express your message with ease.	You are understood most of the time and you express your message with minimal difficulty.	You are not well understood and you express your message with difficulty.
<ul style="list-style-type: none"> • How do you get your message across? 	You create with language using sentences, including some connected sentences.	You create with language using simple sentences. You may attempt to connect sentences.	You utilize language consisting of memorized phrases. You may include simple sentences.
LANGUAGE CONTROL <ul style="list-style-type: none"> • How in control are you of the language? 	You are highly accurate when producing simple sentences. Accuracy may decrease when attempting to use time frames other than the present. Few spelling / punctuation errors.	Generally accurate when producing simple sentences. Accuracy may decrease when attempting to add details. Some spelling / punctuation errors.	You are using memorized language. Accuracy may decrease when attempting to create with language. Many spelling / punctuation errors.

Novice-High Interpretive Task

Task Title: Habia una vez...

Theme: LEGENDS & STORYTELLING

Level: Novice High **Focus Age Group:** 13-15 years old

National Standards Goals:

Communication **Cultures** **Connections** **Comparisons** **Communities**

Communication Mode: **Interpretive** Interpersonal Presentational

Time Frame: approximately 1 class period of 43 minutes

Description of task: You are going to babysit for your neighbors Mr. & Mrs. Fernandez and you need to think of a good bedtime story for their small grandchildren. The children are visiting from Mexico and they only speak Spanish. Your neighbors pay you well but they warn you that their grandchildren are easily bored, mischievous and very spoiled! You need the money from babysitting for your new plasma t.v. so you must be very patient and creative in order to keep the Fernandez family happy. You start to look through children's stories and come across this one from Venezuela.

Materials needed: www.cuentosparaninos.com/cgi-bin/stories: La Hormiguita Rebelde by Theira Anez.

Teacher Notes: You may want to shorten the story depending on your time limitations.

Name: _____

Class: _____

La Hormiguita Rebelde

Preparation Phase: You are going to read this children's story to see if it will entertain the kids you are babysitting this weekend..

1. List 3 important elements when choosing a children's bedtime story:

2. Is it important for the storyteller to alter his voice, use props or hand gestures to keep the attention of his/her audience? _____

Explain:

Comprehension Phase: Now you read the story. Answer the following based on the reading:

3. Main Idea: What is the main idea in English of the information presented?

4. Supporting information: Based on the story, read the following statements and indicate whether they are TRUE or FALSE. Write the sentence from the story that supports your answer.

_____ A. Clara's family is loving and keeps their home clean and orderly. _____

_____ B. Clara was not accustomed to being the focus of attention. _____

_____ C. Clara never went out without putting on a big, ironed bow on her head. _____

_____ D. Claudia, Cleotilda, Clavela and Clare are Claras' new baby sisters which wear identical but smaller bows on their heads _____

_____E. Clara thinks that her bow is the only important and distinguishing element of her personality. _____

_____F. Clara realized that her bow did not allow her to run and play freely. _____

5. Meaning from context: Based on the story, write what you think the following words mean in English:

a. Hormiguita rebelde (page 1): _____

b. acostumbrada (page 1): _____

c. mimada (page 1): _____

d. acercate (page 2): _____

e. traicionado (page 3): _____

f. asombroso (page 4): _____

g. entrometidas (page 4): _____

h. su cuerpo se sentia liviano (page 5) _____

NOVICE HIGH Interpretive Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Comprehension <ul style="list-style-type: none"> • Main ideas • Supporting details (How well do you find the main ideas and supporting details from the text?)	You are able to identify the main idea. You identify all of the supporting details.	You are able to identify the main idea. You identify some of the supporting details.	You are able to identify the main idea. You identify few of the supporting details.
Vocabulary <ul style="list-style-type: none"> • Key Words (How do you determine meaning of words?)	You are able to determine the meaning of all key words that are cognates and thematic vocabulary.	You are able to determine the meaning of some key words that are cognates and thematic vocabulary.	You are able to determine the meaning of a few key words cognates and thematic vocabulary.

Novice High Interpersonal Task

Task Title: Habia una vez....

Theme: LEGENDS & STORYTELLING

Level: Novice high **Focus Age Group:** 13-15 years old

National Standards Goals:

Communication Cultures **Connections** Comparisons Communities

Communication Mode: Interpretive **Interpersonal** Presentational

Time Frame: approximately 5 minutes per pair

Description of task:

You and your friend decide to go to a festival downtown. The performance you just watched included many dancers and storytellers dressed in colorful costumes and props. This reminds you of the stories your grandmother used to tell you as a child. You start to talk to your friend and ask about his/her favorite childhood story. In your conversation, each of you include details about the following:

- Your favorite type of childhood story (pick one: fairytale, legend, fable...)
- Describe your favorite character (s) and what she/he was like using the imperfect
- Sequence events with a beginning, middle and end
- React to your friends' story and ask about the order the events took place
- Ask each other if there was a moral or message
- say if you agree/disagree with the ending and why you liked it then

Materials needed: task sheet

Teacher Notes: This assessment should be completed in Spanish with a partner.

Novice High Interpersonal Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
VOCABULARY USE <ul style="list-style-type: none"> Do you use vocabulary pertaining to the topic? Do you include details? 	You use a variety of vocabulary on several aspects of the topic. You provide some supporting details.	You use a variety of vocabulary on a few aspects of the topic. You provide few supporting details.	Your vocabulary is limited and/or repetitive. You provide no supporting details.
COMPREHENSION <ul style="list-style-type: none"> How well do you understand? 	You respond appropriately to most questions. You give some feedback.	You respond appropriately to some questions. You may try to give feedback.	You respond appropriately to few questions. You don't give any feedback.
COMMUNICATION STRATEGIES <ul style="list-style-type: none"> What do you do when one of you doesn't understand? 	You ask questions when unsure of meaning. You may try to paraphrase to help in understanding.	You may ask questions or use substitute words when unsure of meaning.	You repeat words or may use substitute words when unsure of meaning. You may use gestures to show that you don't understand or can't find the words you want in the language.
<ul style="list-style-type: none"> How do you participate in the conversation? 	You are able to start the conversation and ask questions to move it along. Questions include yes/no and informational.	You are able to ask some basic questions to help move the conversation along.	You may attempt to ask memorized questions, but you generally only respond to questions.
COMPREHENSIBILITY <ul style="list-style-type: none"> Can you be understood? 	You are generally understood by those accustomed to interacting with language learners. Your pronunciation does not distort message.	You may be understood, with minimal difficulty, by those accustomed to dealing with language learners. There are some errors in pronunciation, but they do not distort message.	You are understood with difficulty by those accustomed to dealing with language learners. There are many errors in pronunciation, which may impede message.
<ul style="list-style-type: none"> How do you get your message across? 	You create with language using strings of sentences and some connected sentences.	You can create with language using simple sentences and some strings of sentences.	You use some simple sentences, but you rely on memorized phrases.
LANGUAGE CONTROL <ul style="list-style-type: none"> How in control are you of the language? 	You are highly accurate when producing simple sentences.	You are generally accurate when producing simple sentences.	You are using memorized language. Your accuracy may decrease when creating with language.

Novice High Presentational Task

Task Title: Habia una vez....

Theme: LEGENDS & STORYTELLING

Level: Novice High **Focus Age Group:** 13-15 years old

National Standards Goals:

Communication Cultures **Connections** Comparisons Communities

Communication Mode: Interpretive Interpersonal **Presentational**

Time Frame: approximately 3 – 5 minutes

Description of task:

Create your own legend in Spanish which includes a moral or message. Pick one mode of presentation: __power point __book or __movie

- (select one)
- a) explain a natural event;
 - b) create a fairytale;
 - c) explain a supernatural event/science fiction;
 - d) make up a story with a superhero/heroine

Materials needed: task sheet (see below)

Teacher Notes: This section should be completed in Spanish. Teacher may choose to modify task.

Novice High Presentational Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
VOCABULARY USE / IMPACT <ul style="list-style-type: none"> • Do you use vocabulary pertaining to the topic? Do you include details? 	You use a variety of vocabulary, with little repetition, on several aspects of the topic. You provide some supporting details.	You use a variety of vocabulary, with some repetition, on a few aspects of the topic. You provide few supporting details.	Your vocabulary is limited and/or repetitive. You provide no supporting details.
COMPREHENSIBILITY <ul style="list-style-type: none"> • Can you be understood? 	You are understood all of the time and you express your message with ease.	You are understood most of the time and you express your message with minimal difficulty.	You are not well understood and you express your message with difficulty.
<ul style="list-style-type: none"> • How do you get your message across? 	You create with language using sentences, including some connected sentences.	You create with language using simple sentences. You may attempt to connect sentences.	You utilize language consisting of memorized phrases. You may include simple sentences.
LANGUAGE CONTROL <ul style="list-style-type: none"> • How in control are you of the language? 	You are highly accurate when producing simple sentences. Accuracy may decrease when attempting to use time frames other than the present. Few spelling / punctuation errors.	Generally accurate when producing simple sentences. Accuracy may decrease when attempting to add details. Some spelling / punctuation errors.	You are using memorized language. Accuracy may decrease when attempting to create with language. Many spelling / punctuation errors.

Intermediate Interpretive Task

Task Title: Los problemas globales

Theme: Environment & Technology

Level: Intermediate **Focus Age Group:** 13-15 years old

National Standards Goals: Communication Connections Comparisons

Communication Mode: Interpretive

Time Frame: approximately 1 class period of 43 minutes

Description of task: You're a member of the ecology club at school. You need information about current environmental problems affecting your community. You read an article to gain more understanding of current issues.

Materials needed: Okapi from January 2006 p. 28

Teacher Notes: Some of the questions in this assessment are to be answered in English and others in Spanish. Pre-reading activity is optional and may be done the day before assessment.

NOTE: Article is found at the end of the IPA.

Nombre: _____

Clase: _____

Los problemas globales

Preparation Phase: You're a member of the ecology club at school. You need information about current environmental problems affecting your community. You read an article to gain more understanding of current issues. Before reading it you explore the following questions.

1. List 3 environmental problems that you know.

2. What do you do to improve the conditions of the environment? _____

Comprehension Phase: Now you read the article. Answer the following questions in English based on the reading:

3. **Main Idea:** Using the article, what is the main idea of the information presented? _____

4. **Supporting information:** Based on the article, read the following statements and indicate whether they are TRUE or FALSE. Write the sentence from the article that supports your answer.

_____A. The global temperature has not increased during the 20th century

_____B. The US, Japan and Europe are responsible for 50% of the gas emission

_____C. It is predicted that by 2100 that the temperature of the earth will get hotter.

_____D. For the past 35 years we have had less hurricanes.

_____E. In the last 40 years the arctic glaciers have been melting more.

_____F. South America has not been affected by global warming.

5. **Meaning from context**: Based on the article, write what you think the following words mean in English:

- i. recalentimiento global(paragraph 1, line 3):_____
- j. las potencias industriales (paragraph 1, line 12):_____
- k. arrasó (paragraph 2, line 9):_____
- l. la capa de hielo (paragraph 3, line 2):_____
- m. corrientes oceánicas (paragraph 3, line 6):_____
- n. lluvias torrenciales (paragraph 4, line 2):_____

Intermediate Interpretive Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Comprehension <ul style="list-style-type: none">• Main ideas• Supporting details (How well do you find the main ideas and supporting details from the text?)	You are able to identify the main idea. You identify all of the supporting details.	You are able to identify the main idea. You identify some of the supporting details.	You are able to identify the main idea. You identify few of the supporting details.
Vocabulary <ul style="list-style-type: none">• Key Words (How do you determine meaning of words?)	You are able to determine the meaning of all key words that are cognates and thematic vocabulary.	You are able to determine the meaning of some key words that are cognates and thematic vocabulary.	You are able to determine the meaning of a few key words cognates and thematic vocabulary.

Intermediate Interpersonal Task

Task Title: El clima se ha vuelto loco

Theme: Environment & Technology

Level: Intermediate **Focus Age Group:** 13-15 years old

National Standards Goals: Communication Connections

Communication Mode: Interpersonal

Time Frame: approximately 5-10 minutes per pair

Description of task:

Option A: You are a member of the ecology club. You and another member discuss what problems affect our world and what the consequences are. You also discuss what you can do in school to solve some environmental problems and how you can spread the word to your classmates about the environment.

Option B: You are a member of the debate team. You are practicing a topic with your friend. You need to explain why technology is good for our world. Explain what things we have today because of technology and how they make our life easier. Your friend plays devils advocate and explains why technology is bad for our world and how are negatively affected by technology.

Materials needed: task sheet

Teacher Notes: This assessment should be completed in Spanish with a partner.

Intermediate Interpersonal Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
VOCABULARY USE <ul style="list-style-type: none"> Do you use vocabulary pertaining to the topic? Do you include details? 	You use a variety of vocabulary on several aspects of the topic. You provide some supporting details.	You use a variety of vocabulary on a few aspects of the topic. You provide few supporting details.	Your vocabulary is limited and/or repetitive. You provide no supporting details.
COMPREHENSION <ul style="list-style-type: none"> How well do you understand? 	You respond appropriately to most questions. You give some feedback.	You respond appropriately to some questions. You may try to give feedback.	You respond appropriately to few questions. You don't give any feedback.
COMMUNICATION STRATEGIES <ul style="list-style-type: none"> What do you do when one of you doesn't understand? 	You ask questions when unsure of meaning. You may try to paraphrase to help in understanding.	You may ask questions or use substitute words when unsure of meaning.	You repeat words or may use substitute words when unsure of meaning. You may use gestures to show that you don't understand or can't find the words you want in the language.
<ul style="list-style-type: none"> How do you participate in the conversation? 	You are able to start the conversation and ask questions to move it along. Questions include yes/no and informational.	You are able to ask some basic questions to help move the conversation along.	You may attempt to ask memorized questions, but you generally only respond to questions.
COMPREHENSIBILITY <ul style="list-style-type: none"> Can you be understood? 	You are generally understood by those accustomed to interacting with language learners. Your pronunciation does not distort message.	You may be understood, with minimal difficulty, by those accustomed to dealing with language learners. There are some errors in pronunciation, but they do not distort message.	You are understood with difficulty by those accustomed to dealing with language learners. There are many errors in pronunciation, which may impede message.
<ul style="list-style-type: none"> How do you get your message across? 	You create with language using strings of sentences and some connected sentences.	You can create with language using simple sentences and some strings of sentences.	You use some simple sentences, but you rely on memorized phrases.
LANGUAGE CONTROL <ul style="list-style-type: none"> How in control are you of the language? 	You are highly accurate when producing simple sentences.	You are generally accurate when producing simple sentences.	You are using memorized language. Your accuracy may decrease when creating with language.

Intermediate Presentational Task

Task Title: El clima se ha vuelto loco

Theme: Environment & Technology

Level: Intermediate **Focus Age Group:** 13-15 years old

National Standards Goals: Communication Connections

Communication Mode: Presentational

Time Frame: approximately 1 class period of 43 minutes

Description of task:

You write a letter to the president stating your concerns about the environment and how it affects your community. Discuss the consequences that the world will face because of these problems. Talk about why what the government has done to solve the problems in the past has not worked. Say what we need to do together to improve the situation.

Materials needed: task sheet (see below)

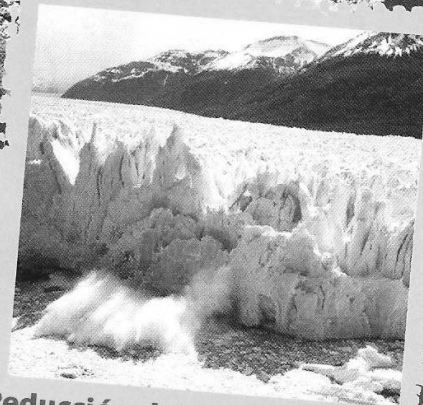
Teacher Notes: This section should be completed in Spanish. Teacher may choose to modify task. Teacher may want to give students a specific number of problems to discuss. Pre-writing and outlining can be done before writing begins.

Intermediate Presentational Rubric

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS		DOES NOT MEET EXPECTATIONS
		STRONG	WEAK	
How well do I communicate? (Text Type)	I create with language using strings of sentences.	I create with language using simple sentences and some strings of sentences	I create with language using some simple sentences and few strings of sentences	I use simple sentences and memorized phrases.
How well am I understood? (Comprehensibility)	I am easily understood. My ideas are clear.	I am understood with little difficulty. Most of my ideas are clear.	I am understood with some difficulty. At times, some of my ideas are unclear.	I am generally understood, but with much difficulty. My ideas are unclear.
What kind of vocabulary do I use? (Language Use & Vocabulary)	I use a wide variety of vocabulary, with little repetition.	I use some variety of vocabulary, with little repetition.	I use some variety of vocabulary, with some repetition.	My vocabulary is basic and/or repetitive.
How accurate is my language? (Language Control)	I am highly accurate when producing simple sentences. Accuracy may decrease when language becomes more complex.	I am very accurate when producing simple sentences. Accuracy may decrease when attempting to add details.	I am generally accurate when producing simple sentences. Accuracy may decrease when attempting to add details.	I am mostly accurate with memorized language. Accuracy may decrease when attempting to create with language.
How well do I get the attention of my audience? (Impact)	I make good choices of phrases, images, and content to maintain the attention of the reader. I provide many supporting details.	I make some good choices of phrases, images, and content to maintain the attention of the reader. I provide some supporting details.	I make few choices of phrases, images, and content to maintain the attention of the reader. I provide few supporting details.	I use some phrases, but my vocabulary conveys very basic information, which does not help to maintain the attention of the audience. I provide few, if any, supporting details.
How organized and fluent is my e-mail? (Communication Strategies)	My presentation is well organized. I include an opening, a closing, and my ideas are well connected.	My presentation shows that I have organized my thoughts fairly well. I include an opening, a closing, and some connections are evident.	My presentation and thoughts are somewhat organized. I generally include an opening, a closing, and few connections are evident.	I focus mostly on the completion of the task; I do not pay attention to the organization and flow of the presentation. Few, if any, connections are included.
How well do I demonstrate cultural understanding? (Cultural Awareness)	I often use culturally appropriate vocabulary or idiomatic expressions.	I occasionally use culturally appropriate vocabulary or idiomatic expressions.	At times, I use culturally appropriate vocabulary or idiomatic expressions.	I rarely use culturally appropriate vocabulary or idiomatic expressions.

Los problemas globales

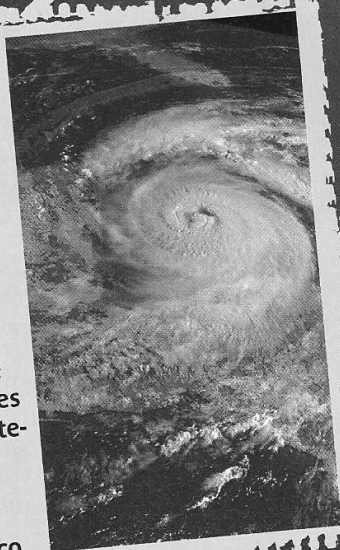
A fuerza de considerar a la atmósfera como un basurero, estamos provocando un recalentamiento global de la Tierra. A lo largo del siglo XX, la temperatura media ya ha aumentado $0,6^{\circ}\text{C}$. Sin embargo, parece poca cosa... Basta con saber que, durante la última glaciación, hace 20 000 años, la temperatura media era tan solo 4°C más baja que hoy en día, ¡y el casquete polar llegaba casi hasta el sur de Francia! Bastan unos pocos grados más o menos para que el aspecto de la Tierra cambie drásticamente. En la actualidad, las potencias industriales (Estados Unidos, Japón y Europa) son responsables del 80% de las emisiones de gases de efecto invernadero. Pero las consecuencias son planetarias, pues los fenómenos climáticos inhabituales y las catástrofes ecológicas se producen a escala mundial. ¡Y esto es solo el principio! Los expertos del clima prevén que, para el año 2100, la temperatura media de la Tierra ascienda entre $1,4$ y $5,8$ grados centígrados. ¡La cosa está que arde!



Reducción del hielo ártico
En cincuenta años el grosor de la capa de hielo del Ártico ha disminuido en un 40%. Al fundirse el hielo, sube el nivel del mar y se producen perturbaciones en la circulación mundial de las corrientes oceánicas.

Huracanes cada vez más numerosos

En los últimos 35 años, la intensidad y duración de los huracanes ha aumentado un 50%, en todo el mundo. En agosto de 2005, por ejemplo, el huracán Katrina arrasó la costa sur de EE UU, causando miles de víctimas, y, recientemente, el Wilma devastó muchas zonas del Caribe y del Golfo de México.



Tempestades en América del Sur
Desde hace diez años, son más frecuentes las olas de calor y las lluvias torrenciales. Ambos fenómenos están provocados por una modificación de las corrientes oceánicas en el Pacífico.

Interpretive task

Task Title: Frida Kahlo

Theme: Art and Music

Level: Intermediate-Low

Focus Age Group: 12 – 17 years

National Standards Goals: Communication Cultures Connections

Communicative Mode: Interpretive

Time Frame: One 45 minute class period

Description of Task:

You have heard about the movie *Frida Kahlo* and you want to learn more about her. You read the following article.

Materials Needed: Article/Task sheet

Teachers' Notes:

Nombre:

Fecha:

Frida Kahlo

Pre-reading phrase: Answer the following questions in English before reading the article about Frida Kahlo.

1. Are you interested in art? Why or why not?

2. How would you define art? What are some examples of art?

3. What do you know about Frida Kahlo?

Comprehension Phrase:

I. Read the article. Read each of the following statements. Decide which statements are True and which are False. Write True and False and correct the false statements. Write in English.

A. She started to paint after a fatal car accident. _____

B. She never studied art.

C. Her real name was Frida Kahlo. _____

D. She painted herself by memory.

E. She painted friends and relatives. _____

F. Her style was impressionist. _____

G. Picasso admired how Frida painted. _____

H. Her works of art are found only at the Modern Museum of Art in New York.

II. Answer the following questions about the article in English.

1. What did Frida start painting? How did the themes of her paintings progress?

2. What happened to Frida during the years 1938 and 1940?

3. How did Picasso feel about her work? How did Diego Rivera feel about it?

4. What would you title this article in Spanish?

III. Context clues: Write what you think each means in English. Use the context of the article to help you.

1. diversas colectivas: _____

2. intensidad: _____

3. brilla: _____

4. nupcias: _____

5. somos capaces: _____

6. joyas inferiores: _____

7. se atrevió a romper límites: _____

8. llamativa: _____

IV. Answer the following question in English using examples from the article to support your opinion.

Why is Frida Kahlo considered one of the most famous female artists?

(1907-1954)
Frida Kahlo

Nació y murió en Coyoacán, Distrito Federal. Su verdadero nombre era Magdalena Carmen Frida Kahlo Calderón.

Estudió en el Colegio Alemán y en la Escuela Nacional Preparatoria de la Ciudad de México. En 1925 experimentó un trágico accidente al ser prensado por un tranvía urbano el autobús de madera en el que viajaba.

Empezó a pintar durante una larga convalecencia copiando su rostro de un espejo montado en el dosel de la cama. Primero fue realista -retratos de amigos y familiares, flores-; después, a causa de la intensidad de sus sentimientos y de un cuerpo destrozado, pintó más y más su propia imagen combinada con expresiones oníricas a veces brutales. Parte de su obra incluso se ha asociado a tendencias surrealistas.

En 1929 contrajo nupcias con Diego Rivera de quien se divorció en 1940 para volverse a casar con él un año después. Fue maestra de pintura en la Escuela de Artes Plásticas, y miembro del seminario de Cultura Mexicana.

En 1938 montó su primera exposición individual en la Julien Levy Gallery de Nueva York. Trabajos de ella fueron incluidos en la Exposición "Mexique" de 1939, en la Galería Renou et Colle de París, así como en diversas colectivas a lo largo de su vida en México. Participó en la *Exposición Internacional del Surrealismo* organizada en 1940 en la Galería de Arte Moderno en la capital de México.

En una carta a Rivera, Picasso escribió: "Ni Derain, ni yo, ni tú somos capaces de pintar una cabeza como Frida Kahlo." En una ocasión el poeta surrealista francés André Bretón dijo que su arte "es una cinta alrededor de una bomba." En un artículo escrito en 1943, el propio Rivera declaró que la pintura de su esposa "brilla como un diamante entre muchas joyas inferiores"

De hecho, su personalidad fue tan brillante y llamativa como su obra. Y su popularidad sólo ha crecido con el paso de los años. Fue "una artista que se atrevió a romper límites," dice la actriz mexicana Ofelia Medina, quien desde que tenía 11 años soñaba con hacer un filme sobre la pintora. Finalmente Salma Hayek llevó al cine la vida de Kahlo por la cual fue nominada a un Oscar.

Instituciones de la importancia del Museo de Arte Moderno de Nueva York y Georges Pompidou de París alojan obra de Frida.

Frida Kahlo utilizó motivos del arte popular mexicano para su pintura, la cual mezcla fantasía con autobiografía y autorretratos.

México Info, de la Universidad de Guadalajara, en México.

Intermediate Interpretive Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Comprehension <ul style="list-style-type: none"> • Main ideas • Supporting details (How well do you find the main ideas and supporting details from the text?) 	You are able to identify the main idea. You identify all of the supporting details.	You are able to identify the main idea. You identify some of the supporting details.	You are able to identify the main idea. You identify few of the supporting details.
Vocabulary <ul style="list-style-type: none"> • Key Words (How do you determine meaning of words?) 	You are able to determine the meaning of all key words that are cognates and thematic vocabulary.	You are able to determine the meaning of some key words that are cognates and thematic vocabulary.	You are able to determine the meaning of a few key words cognates and thematic vocabulary.

Interpersonal Task**Task Title:** En el museo**Theme:** Art and Music**Level:** Intermediate-Low**Focus Age Group:** 13-15**National Standards Goals:** Communication Cultures Connections Communities**Communicative Mode:** Interpersonal**Time Frame:** 5-10 minutes per pair**Description of Task:**

You hear about a museum in NYC that specializes in Latino art and music. You go with some friends from Spanish class to check it out. While walking around the museum, you begin talking about the many works of art on display and ask each other questions about what you see and think about them. You also discuss what some of the possible influences may have been in the artist's life and how he/she may have felt when creating it.

Materials Needed: Task, mini museum with different samples of art (optional)

Teacher Notes: Teachers can set up a mini-museum where students can walk around. Or teachers can distribute different examples of artwork to students and they can remain seated. Or teachers may assign the students to bring in examples of artwork to use. It is recommended, if teachers decide not have students walk around, that they give each student several pieces of art to discuss (not just 1.)

It will be more helpful to students if the examples are familiar ones they have seen during the unit.

Adaptations: A bank of questions may be supplied for the students who have difficulty initiating or maintaining the conversation.

Intermediate-Low Interpersonal Rubric

	En el museo			DOES NOT MEET EXPECTATIONS
	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS STRONG	WEAK	
How well do I communicate? (Text Type)	I create with the language by using strings of sentences.	I create with the language by using simple sentences and some strings of sentences.	I create with the language by using some simple sentences and few strings of sentences.	I use simple sentences, isolated words, and memorized phrases.
How well am I understood? (Comprehensibility)	I am generally understood. My accuracy does not distort message.	I am generally understood. There are some errors in accuracy, but they do not distort message.	At times, I am difficult to understand and my ideas are unclear. There are some errors in accuracy and they may distort message.	I am understood with occasional difficulty. There are errors in accuracy, which may distort message.
How well do I understand? (Comprehension)	I respond logically to most questions. I give some feedback.	I respond logically to some questions. I may try to give feedback.	I respond logically to some questions. I do not give any feedback.	I respond logically to few questions. I do not give any feedback.
What kind of vocabulary do I use? (Language Use & Vocabulary)	I use a wide range of vocabulary appropriate to several aspects of the topic. I provide some supporting details from my own life.	I use a range of vocabulary on some aspects of the topic. I attempt to provide some supporting details from my own life. Occasionally I may use an incorrect word or expression.	I use a small range of vocabulary on a few aspects of the topic. I attempt to provide few supporting details from my own life. I often use an incorrect word or expression.	My vocabulary is basic and/or repetitive. I provide no supporting details. I may resort to English when I am unable to communicate my message.
How well do I keep the conversation going? (Communication Strategies)	I ask and answer questions to maintain the conversation and to clarify. At times, I paraphrase to make myself understood.	I maintain a simple conversation by asking and answering some questions. I repeat some words if unsure of meaning.	I maintain a simple conversation by asking and answering a few questions. I repeat many words if unsure of meaning.	I respond to basic, direct questions, and ask simple questions. I continuously repeat words when unsure of meaning.

Intermediate-Low Interpersonal Rubric (Cont.)

	En el museo			
	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS		DOES NOT MEET EXPECTATIONS
		STRONG	WEAK	
How well do I demonstrate cultural understanding? (Cultural Awareness)	I am able to use some culturally appropriate vocabulary or idiomatic expressions.	I attempt to use some culturally appropriate vocabulary or idiomatic expressions.	I attempt to use a few culturally appropriate vocabulary or idiomatic expressions.	Any idiomatic expressions used are memorized and come from the classroom setting.

Presentational task

Task Title: Everyone's a critic

Theme: Art and music

Level: Intermediate-Low

Focus Age Group: 13-15

National Standards Goals: Communication Cultures Connections Communities

Communicative Mode: Presentational

Time Frame: Two/three class periods of 43 minutes

Day 1- Look over/listen to artwork or song and brainstorming

Day 2- Outline and rough draft

Day 3- Final copy and editing

Description of Task:

After going to the museum, you feel like an expert. You decide to take a work of art or a song and write a critique of it. You write about what you see/hear, what type, theme, or genre it belongs to, how it makes you feel, and what you think the artists may have been feeling when creating it.

Materials Needed: Task, pen/pencil, paper, editing symbol sheet (optional)

Teacher Notes:

Students can be allowed to choose their work of art/music on their own, or teacher may want to assign it. Another option would be for the teacher to assign at random either a piece of artwork or a song to each student.

Teachers may decide whether to give artwork and songs already studied, or to give new ones. Either way, it is recommended that students be given time to look over or listen to what they must write about before beginning.

More or less time can be given to completing the task. The language level and number of students in the class will be determining factors for figuring out the time frame.

Intermediate-Low Presentational Rubric
Everyone's a critic

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS		DOES NOT MEET EXPECTATIONS
		STRONG	WEAK	
How well do I communicate? (Text Type)	I create with language using strings of sentences.	I create with language using simple sentences and some strings of sentences	I create with language using some simple sentences and few strings of sentences	I use simple sentences and memorized phrases.
How well am I understood? (Comprehensibility)	I am easily understood. My ideas are clear.	I am understood with little difficulty. Most of my ideas are clear.	I am understood with some difficulty. At times, some of my ideas are unclear.	I am generally understood, but with much difficulty. My ideas are unclear.
What kind of vocabulary do I use? (Language Use & Vocabulary)	I use a wide variety of vocabulary, with little repetition.	I use some variety of vocabulary, with little repetition.	I use some variety of vocabulary, with some repetition.	My vocabulary is basic and/or repetitive.
How accurate is my language? (Language Control)	I am highly accurate when producing simple sentences. Accuracy may decrease when language becomes more complex.	I am very accurate when producing simple sentences. Accuracy may decrease when attempting to add details.	I am generally accurate when producing simple sentences. Accuracy may decrease when attempting to add details.	I am mostly accurate with memorized language. Accuracy may decrease when attempting to create with language.
How well do I get the attention of my audience? (Impact)	I make good choices of phrases, images, and content to maintain the attention of the reader. I provide many supporting details.	I make some good choices of phrases, images, and content to maintain the attention of the reader. I provide some supporting details.	I make few choices of phrases, images, and content to maintain the attention of the reader. I provide few supporting details.	I use some phrases, but my vocabulary conveys very basic information, which does not help to maintain the attention of the audience. I provide few, if any, supporting details.
How organized and fluent is my e-mail? (Communication Strategies)	My presentation is well organized. I include an opening, a closing, and my ideas are well connected.	My presentation shows that I have organized my thoughts fairly well. I include an opening, a closing, and some connections are evident.	My presentation and thoughts are somewhat organized. I generally include an opening, a closing, and few connections are evident.	I focus mostly on the completion of the task; I do not pay attention to the organization and flow of the presentation. Few, if any, connections are included.
How well do I demonstrate cultural understanding? (Cultural Awareness)	I often use culturally appropriate vocabulary or idiomatic expressions.	I occasionally use culturally appropriate vocabulary or idiomatic expressions.	At times, I use culturally appropriate vocabulary or idiomatic expressions.	I rarely use culturally appropriate vocabulary or idiomatic expressions.

Everyone's a critic

Presentational task

After going to the museum, you feel like an expert. You decide to take a work of art or a song and write a critique of it. You write about what you see/hear, what type, theme, or genre it belongs to, how it makes you feel, and what you think the artists may have been feeling when creating it.

When writing, be sure to include the following:

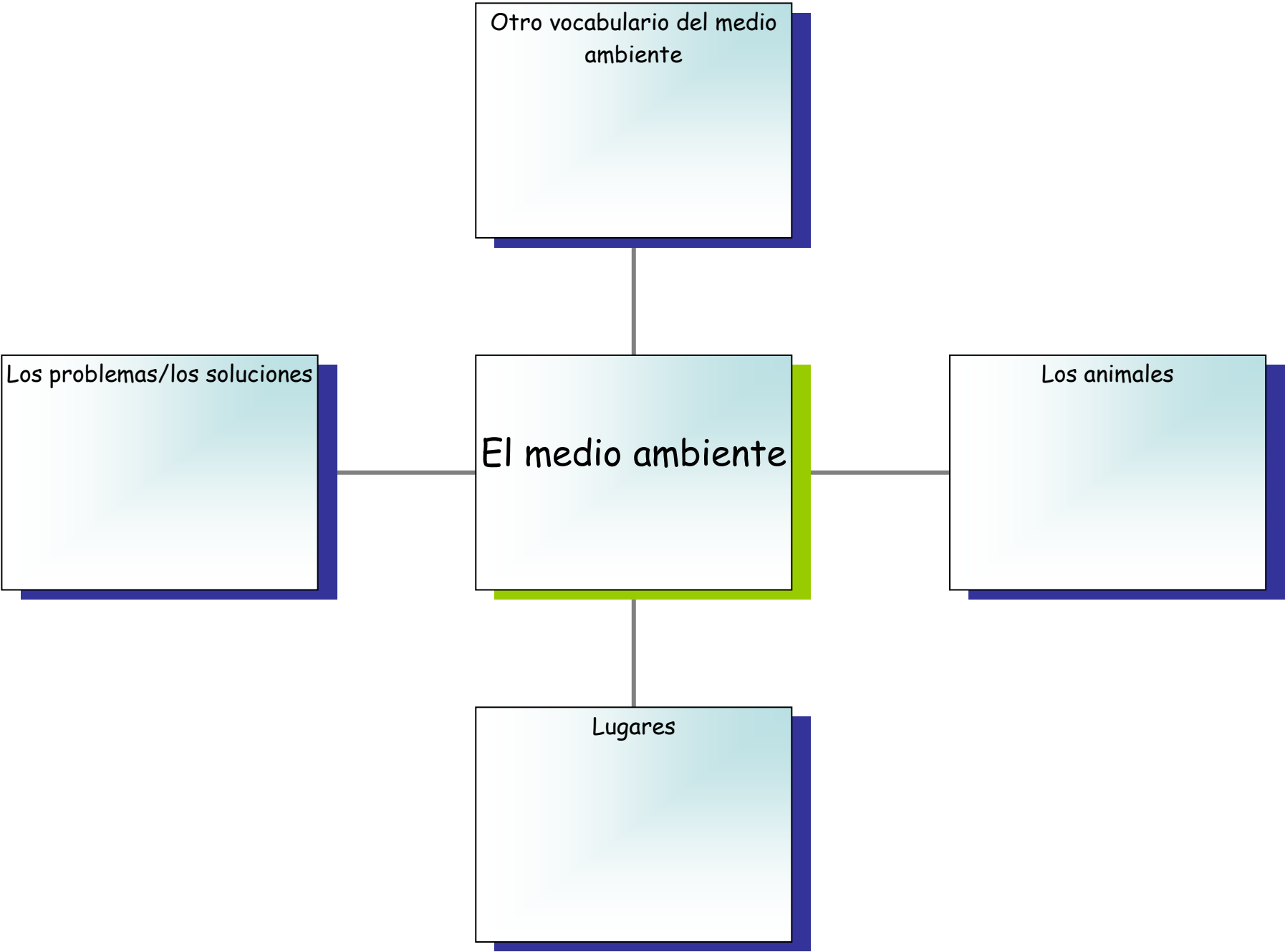
- Description of what you see/hear
- What type of art or music your piece is
- What the theme of your piece is
- What genre your piece is
- Who the artist or musician is
- What you think the artist/musician was feeling/thinking when creating the piece
- How the piece makes you feel, what it makes you think about
- Your opinion and why
- What possible social influences affected the piece

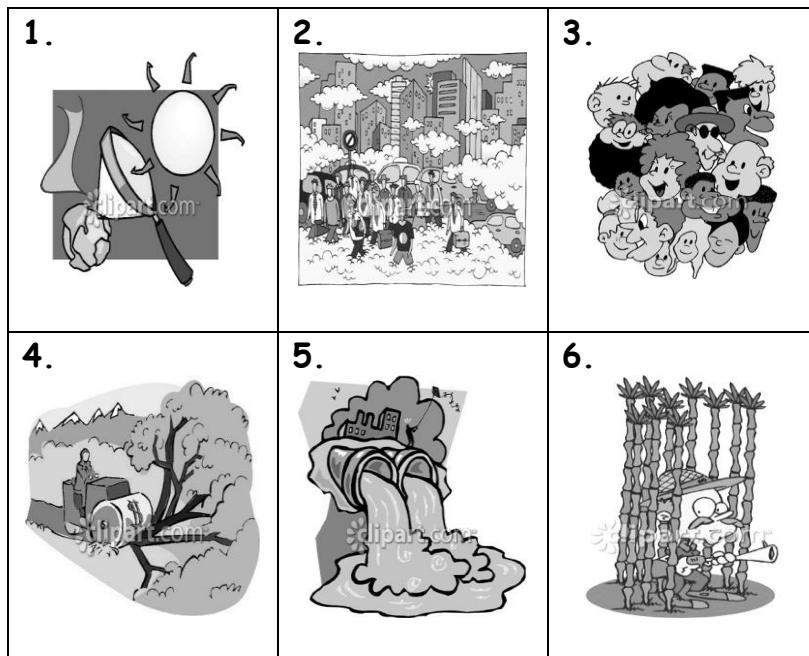
Appendix M

Supplementary Materials for Units

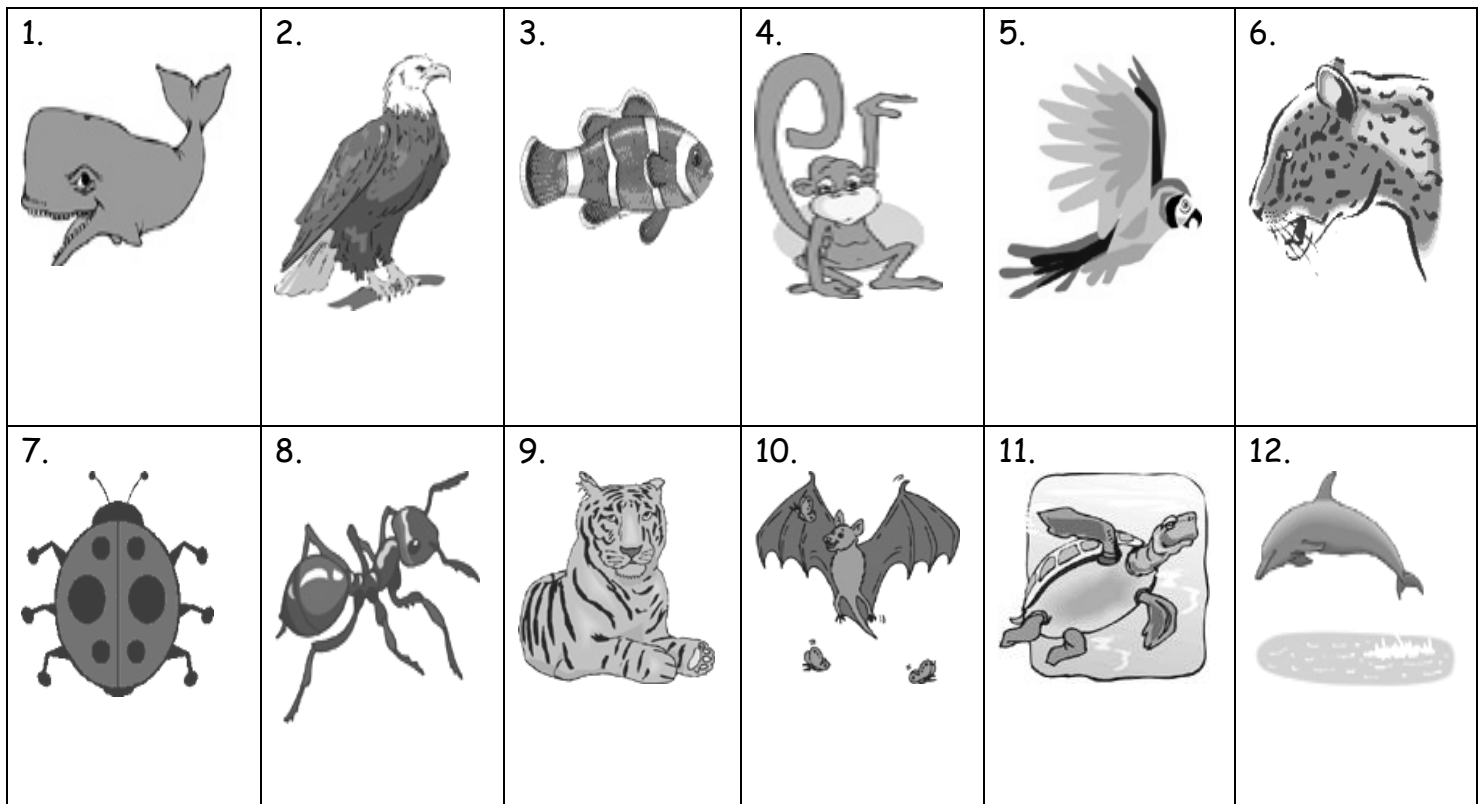
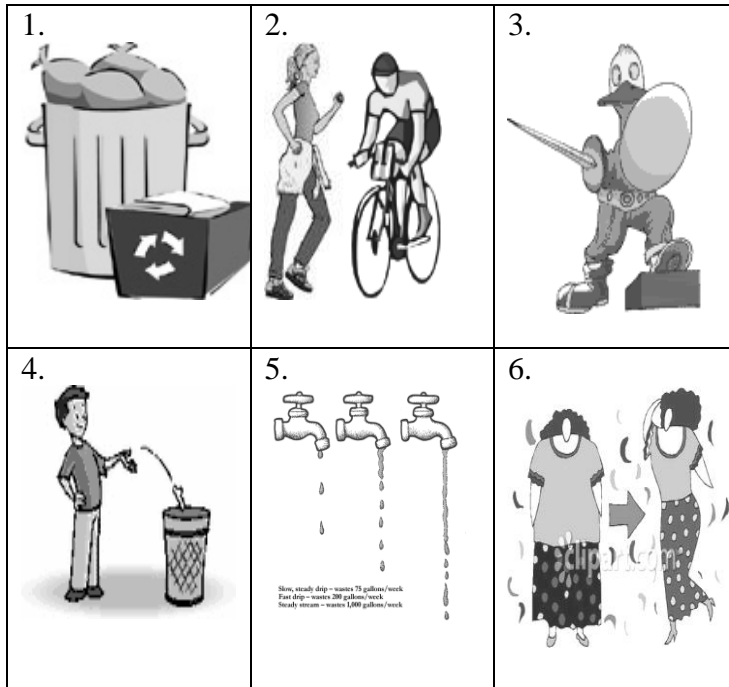
Appendix M


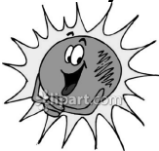
Environment Graphic organizer	Page 120
Environment Vocabulary Clipart	Page 121
Categorize environmental Problems.....	Page 123
Fantasy Animal	Page 124
Acrostic Poem	Page 125
Environmental Articles (okapi)	Page 127
Costa Rica Article questions.....	Page 134
Costa Rica Nacional Parks Info Site (preview)	Page 135
http://www.infoweb.co.cr/turismo/parques/parquesnac.html	
¿Dónde jugarán los niños? Interpretive.....	Page 136
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México Bicitekas Interpretive.....	Page 140



El medio ambiente (problemas)**El medio ambiente (causas)**

El medio ambiente (soluciones)



<p>Es grave</p> 	<p>Es Mejor</p> 	<p>No hay problema</p>

Instrucciones: Tienes la oportunidad de crear un animal imaginario. Usando características de otros animales, dibuja tu animal imaginario y escribe una descripción del animal (tamaño, dónde vive, comida, etc).

El animal de mi fantasía



Nombre:

Fecha:

Poema acróstico**Instrucciones:** Contesta las siguientes preguntas para ayudarte crear su propio poema.

1. Escribe ocho palabras que describe la ballena.

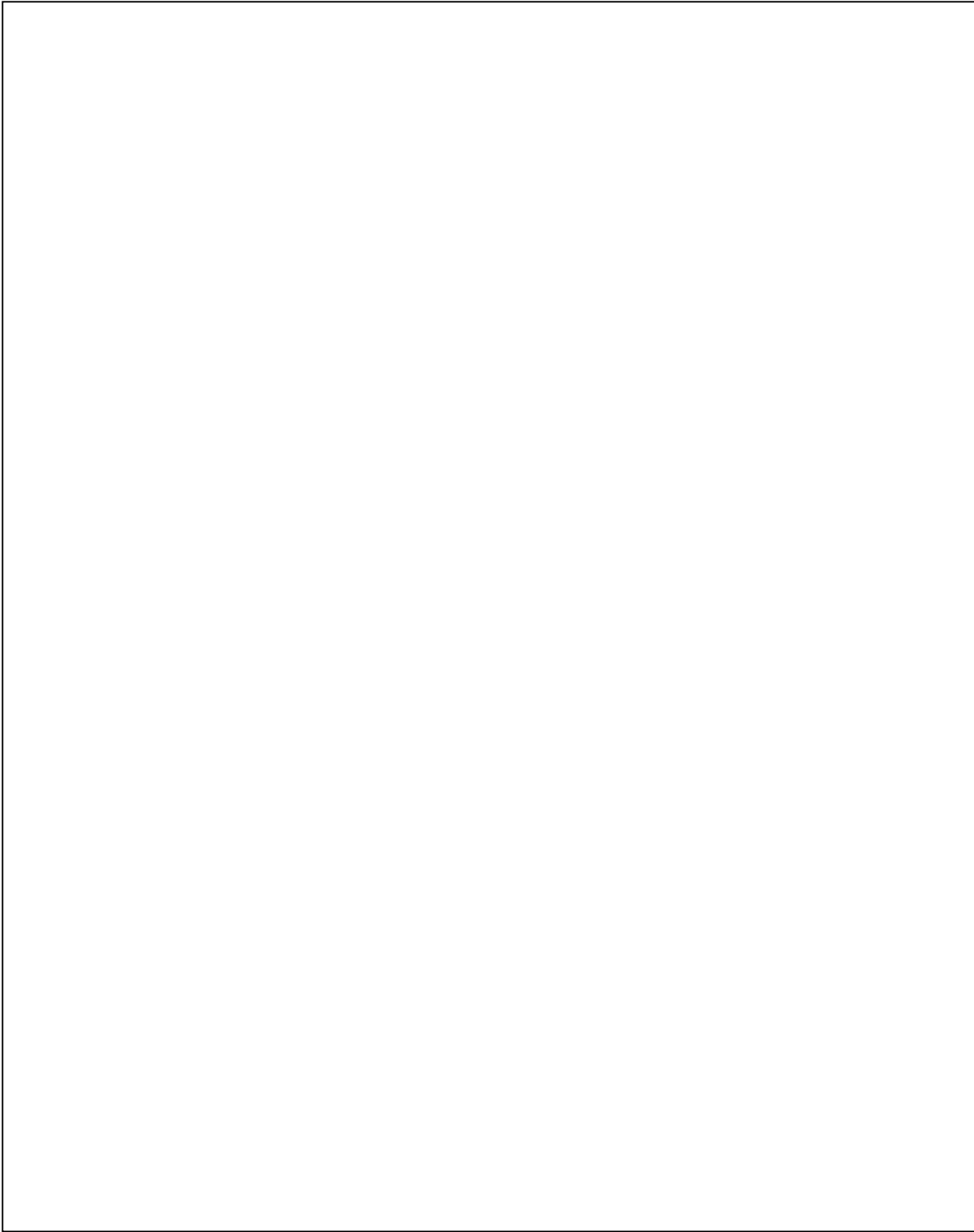
Antes de escribir tu poema de tu animal haz un poema con tu compañero de este animal.

L
A
B
A
L
L
E
N
A

1. ¿Cuál es tu animal favorito?
2. Escribe una lista de palabras y frases que describen tu animal favorito.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Ahora toca a ti. Escribe tu poema acróstico de tu animal favorito. Buena suerte 😊



El mundo marino es magnífico. ¿Pero sabías que es muy frágil? Hay que aprender a respetarlo.

Un océano único y lleno de vida



Los océanos Atlántico, Pacífico e Índico se comunican entre sí por el océano Antártico. Vistos desde el espacio, son como un único océano: el Océano mundial. Los mares cubren las 3/4 partes de nuestro planeta. Según los científicos, en ellos viven 250 000 especies animales y vegetales.

Costas muy pobladas

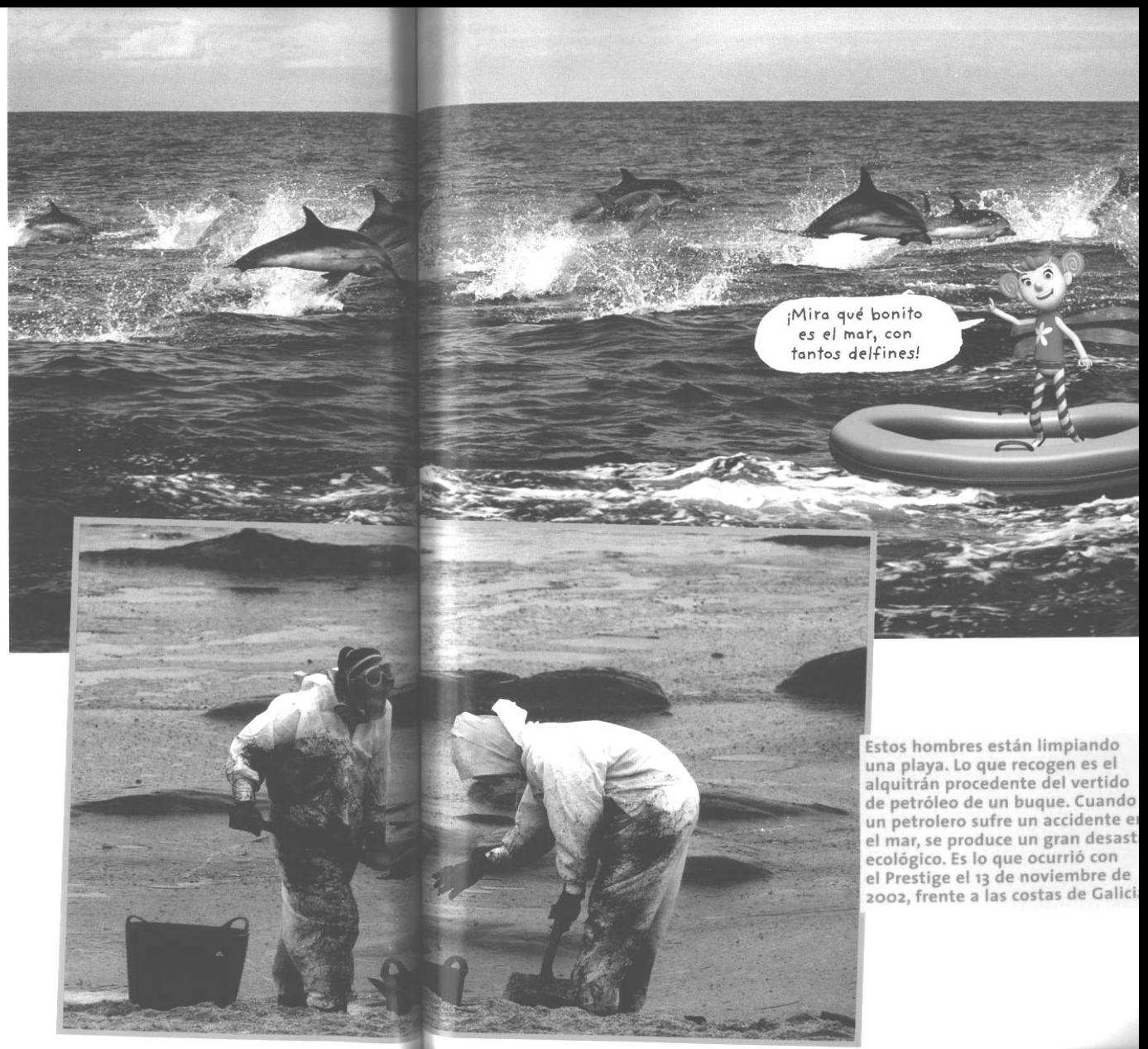


Hoy, más de 3000 millones de personas viven a menos de 80 km de las costas. Es la mitad de la población humana. Dentro de 30 años, 6000 millones vivirán en ese lugar. ¿Por qué se produce tanta concentración? Los hombres utilizan los océanos y los estuarios de los ríos como vías de transporte. Y del mar extraen una gran parte de su alimentación.

El mar amenazado



Los hombres siempre han creído que el mar es una fuente inagotable de alimento. Pero, hoy, los científicos calculan que las 3/4 partes de las especies de pescado están demasiado explotadas. A este ritmo, en 30 años, ya no se podrán pescar especies salvajes en el mar. La gente también cree que el océano puede digerir todo lo que en él se vierte. Pero, hoy, la contaminación es tan alta que amenaza su supervivencia.





loco?

Por unos grados más...

El recalentamiento del planeta está provocando un incremento de las lluvias torrenciales que causan las inundaciones, de las terribles olas de calor, de los largos periodos de sequía o de los devastadores ciclones y huracanes...

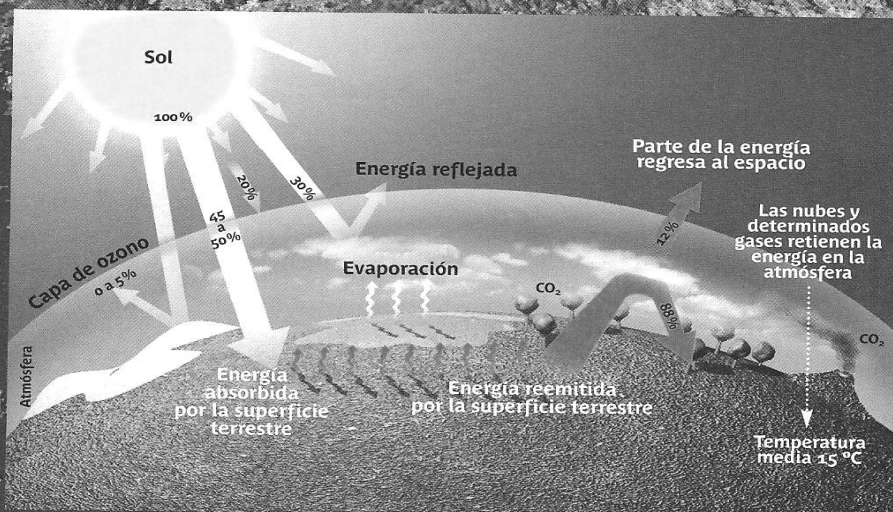
Esta es una imagen, tomada desde un satélite, del huracán Wilma, sobre la península del Yucatán (México), a mediados de octubre de 2005, que obligó a la población y a miles de turistas, muchos de ellos españoles, a refugiarse dentro de los hoteles o en otras instalaciones provisionales durante varios días.

Okapi

Zoom
CIENCIA

¿El clima se ha vuelto

Hay que detener urgentemente el cambio climático. De tanto contaminar, se ha acelerado. El planeta puede estar en peligro.

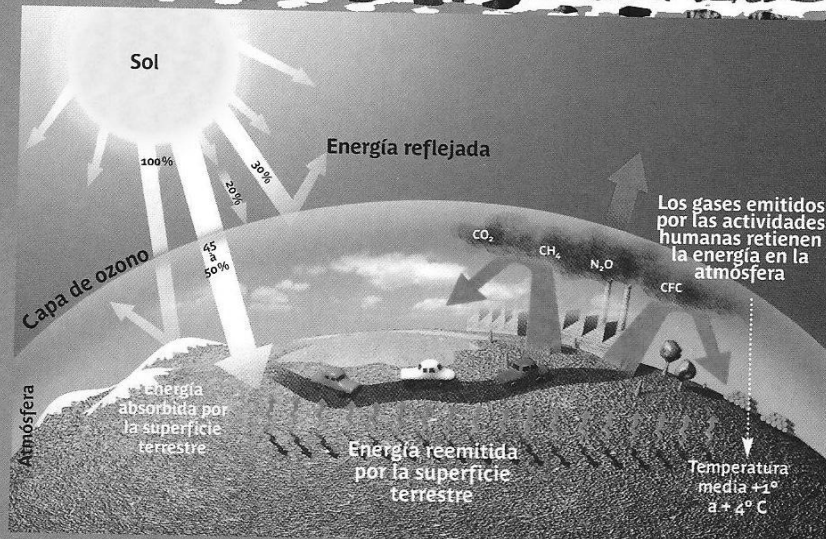


Sin el efecto invernadero no habría vida

La atmósfera es como un invernadero. El vapor de agua y el dióxido de carbono del aire hacen el papel del cristal. Dejan pasar la luz y retienen la energía, el calor. Sin ese efecto invernadero natural, la Tierra estaría a -18°C , y no sería posible la vida.

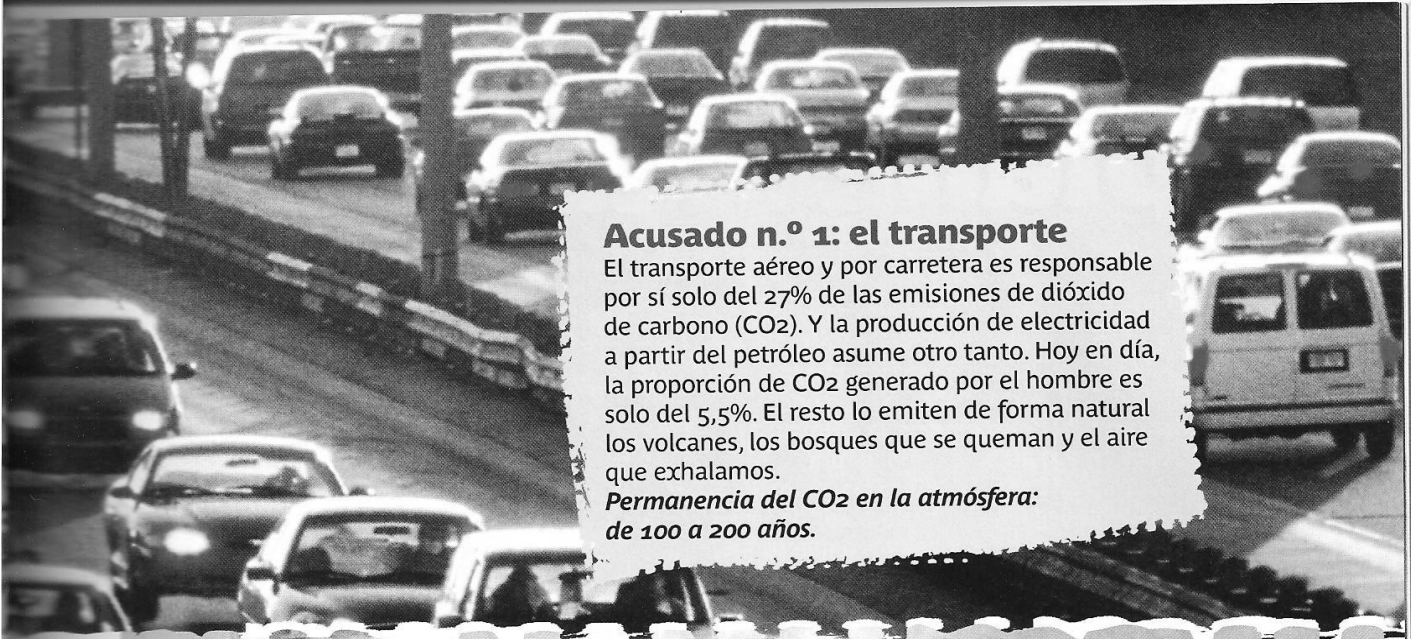
Falta aire en la Tierra

No hay duda: el clima está cambiando. ¿Cómo hemos llegado hasta aquí? Todo comenzó en el siglo XIX, cuando se empezó a extraer del subsuelo carbón, gas y petróleo. Esas fuentes de energía han permitido a los países industrializados realizar inmensos progresos y llevar una vida muy confortable. Pero esos combustibles llamados fósiles, porque llevan millones de años enterrados, son ricos en carbono. Al quemarse, liberan grandes cantidades de dióxido de carbono (CO_2) en el aire que respiramos. Durante mucho tiempo se creyó que los grandes árboles de las selvas tropicales, la inmensa atmósfera y los océanos podrían absorber ese dióxido de carbono como si fueran esponjas. Pero ahora se ha demostrado que el CO_2 se acumula en el aire. De hecho, su concentración en la atmósfera nunca ha sido tan alta. Y cuanto mayor es dicha concentración, más se eleva la temperatura media de la Tierra. Porque, en la atmósfera, el CO_2 impide que el calor se disperse por el espacio. El dióxido de carbono es el principal responsable, aunque no el único: otros gases producidos por las actividades humanas contribuyen también al incremento del efecto invernadero.



Demasiado efecto invernadero es nocivo


Quando la cantidad de gases de efecto invernadero aumenta, la energía solar, el calor, queda prisionera en la atmósfera y no se dispersa por el espacio. Entonces la temperatura aumenta.



Acusado n.º 1: el transporte

El transporte aéreo y por carretera es responsable por sí solo del 27% de las emisiones de dióxido de carbono (CO₂). Y la producción de electricidad a partir del petróleo asume otro tanto. Hoy en día, la proporción de CO₂ generado por el hombre es solo del 5,5%. El resto lo emiten de forma natural los volcanes, los bosques que se queman y el aire que exhalamos.

Permanencia del CO₂ en la atmósfera:
de 100 a 200 años.



Acusado n.º 2: las constructoras y la industria

Fabricar cemento, iluminarse, calentarse... todo ello produce CO₂. La industria genera, además, óxido nitroso (N₂O), un gas de efecto invernadero 310 veces más potente que el CO₂. También genera gases fluorados, el HFC y el CFC*, que se utilizan para refrigerar líquidos. Estos gases son entre 1000 y 7000 veces más potentes que el CO₂.

Permanencia del N₂O en la atmósfera: 150 años

Permanencia del CFC en la atmósfera: 5 años

Permanencia del HFC en la atmósfera: 12 años.



Acusado n.º 3: la agricultura

Además del CO₂ de los tractores y de las máquinas agrícolas, la agricultura genera otro gas de efecto invernadero. La ganadería y la descomposición de las heces de los animales liberan metano (CH₄) en el aire. El abono, utilizado en cantidades excesivas, no es absorbido por las plantas y se degrada dejando escapar óxido nitroso (N₂O).

Permanencia del CH₄ en la atmósfera: 12 años.

* El HFC es el hidrofluorocarburo, y el CFC, el clorofluorocarburo.

¡Hay que salvar el p

La responsabilidad de los políticos

Con sus decisiones, los dirigentes pueden frenar el calentamiento del clima. Por ejemplo, pueden mandar construir viviendas cerca de los lugares de trabajo para evitar desplazamientos. Pero, para ellos, la lucha contra el efecto invernadero no es siempre prioritaria, sobre todo cuando la opinión pública no quiere renunciar a sus comodidades.

Una causa mundial...

1997, Kioto, Japón. 38 países industrializados se comprometieron a reducir, entre 2008 y 2012, sus emisiones de gases de efecto invernadero a una media del 5,2% con respecto a las de 1990.

La acción de las fábricas

La industria mejora los procesos de fabricación, sobre todo para ahorrar, pero también para respetar las normas establecidas contra la contaminación. Así, el uso del carbón se abandona en beneficio del gas, más barato y menos contaminante. Los vehículos más ligeros consumen menos energía. ¡Pero los progresos tecnológicos no lo solucionan todo!



Transportes más limpios

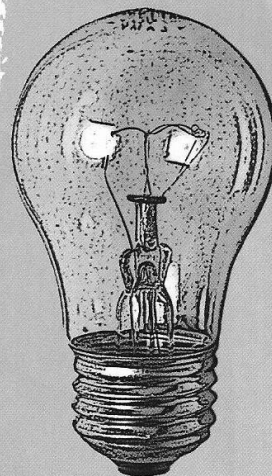
Los nuevos tranvías consumen menos energía y transportan a más pasajeros.

El compromiso de los ciudadanos

Según su modo de vida, un ser humano contamina más o menos. Un estadounidense genera una media anual de 25 toneladas de gases de efecto invernadero; un europeo, 10 toneladas, y un africano, unas decenas de kilos! Los que más contaminan tienen que cambiar sus costumbres y adoptar proyectos para reducir sus emisiones. Es el único modo de tener un planeta habitable para todos...

Ahorrar electricidad

para limitar las emisiones de gases de efecto invernadero y los residuos nucleares.



Okapi
30

Separar la basura

para reciclar mejor y eliminar los residuos de modo menos contaminante.

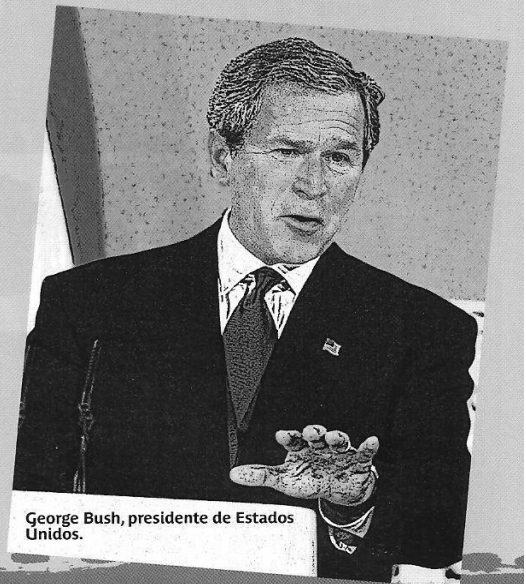


meta!



... que algunos rechazan

El 16 de febrero de 2005 entró en vigor el protocolo de Kioto al cumplirse las condiciones establecidas: lo habían firmado más de 55 países (de 141) cuyas emisiones sumaban al menos el 55% del total de las de los países desarrollados. Estados Unidos, que emite el 25% del total de gases de efecto invernadero, lo rechazó.



George Bush, presidente de Estados Unidos.

Botellas menos contaminantes

Menos plástico por botella supone menos petróleo para fabricarlas y transportarlas.



Energía eólica

Utilizar la energía del viento para alimentar las fábricas supone emitir menos gases de efecto invernadero.



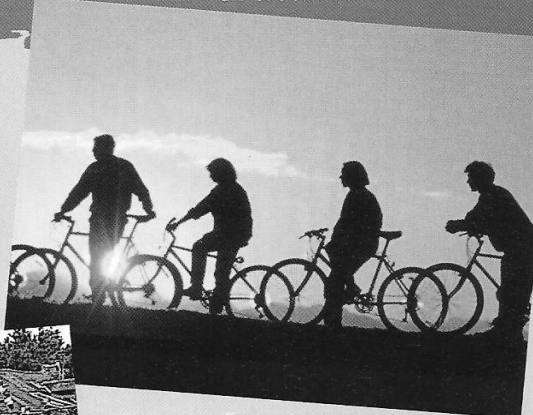
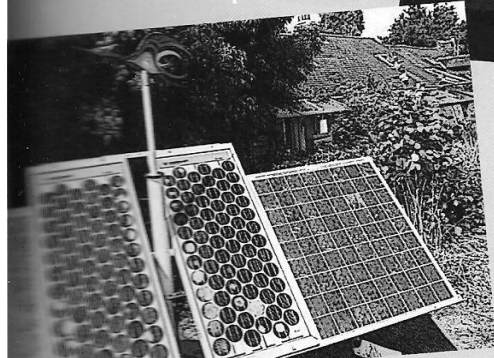
Plantaciones de árboles

Bosques más grandes suponen más carbono captado en el aire por los árboles en crecimiento.



Calentar con energía solar

para obtener agua caliente sin desperdiciar electricidad o fuel.



Desplazarse en bici

para no contaminar, sobre todo en la ciudad o en los trayectos cortos.

Beber agua del grifo



para evitar la fabricación de botellas de plástico, su transporte y su reciclaje.

Nombre:

Fecha:

Costa Rica

You have been studying about the environment in your Spanish class and have become really interested in finding out how other countries are environmentally safe. While looking through your Spanish textbook one day you happen to come across this article about Costa Rica. You decide to read it to find out what is so great about this place.

Read the article on pages 271-271 and answer the following questions.

Pre-reading phase

1. Where is Costa Rica located?
2. What does Costa Rica mean?
3. What is your opinion of Costa Rica just by looking at the picture on page 270 & 271?

Comprehension Phase

Now go to pages 272 and 273 and answer the following questions in English.

4. How many volcanoes are located within Costa Rica? How many are active?
5. Which months are the best times to see butterflies?
6. What are Costa Ricans called?
7. What are the roots of the Costa Rican people? What races are they a mixture of?
8. Which animal is most famous in Costa Rica?
9. What are these animals used for within this country?
10. Now that you have learned some information about Costa Rica what do you think? What would be a good title for this article?

**Parques Nacionales
Áreas Protegidas en Costa Rica**



- | | |
|--|--|
| 1. Refugio Nacional de Fauna Silvestre Isla Bolaños | 2. Parque Nacional Santa Rosa y Guanacaste |
| 3. Parque Nacional Rincón de la Vieja | 4. Refugio Nacional de Vida Silvestre Caño Negro |
| 5. Refugio Nacional de Fauna Silvestre Barra del Colorado y Parque Nacional Tortuguero | 6. Parque Nacional Marino Las Baulas de Guanacaste |
| 7. Reserva Biológica Lomas Barbudal | 8. Parque Nacional Palo Verde |
| 9. Parque Nacional Barra Honda | 10. Refugio Silvestre Peñas Blancas |
| 11. Parque Nacional Volcán Póas | 12. Parque Nacional Braulio Carrillo |
| 13. Refugio Nacional de Vida Silvestre Ostional | 14. Parque Nacional Isla del Coco |
| 15. Reserva Natural Absoluta Cabo Blanco | 16. Refugio Nacional de Fauna Silvestre Curú |
| 17. Reserva Biológica de las Islas Guayabo, Negritos y de los Pájaros | 18. Reserva Biológica Carara |
| 19. Parque Nacional Volcán Irazú | 20. Monumento Nacional Guayabo |
| 21. Parque Nacional Manuel Antonio | 22. Parque Nacional Marino Ballena |
| 23. Parque Internacional la Amistad Costa Rica - Panamá | 24. Parque Nacional Cahuita |
| 25. Refugio Nacional de Vida Silvestre Gandoca-Manzanillo | 26. Reserva Biológica Isla del Caño |
| 27. Parque Nacional Corcovado | 28. Parque Nacional de Fauna Silvestre Golfito |
| 29. Parque Nacional Juan Castro Blanco | 30. Parque Nacional Arenal |
| 31. Parque Nacional Tapantí | |

On the website each site can be clicked on to find more information pertaining to the particular place. All articles are in Spanish.

Nombre:

Fecha:

¿Dónde jugarán los niños?

Go to this website to find more information about this song.
<http://www.colby.edu/~bknelson/exercises/mana/index.html>

Pre-reading phase:

Answer the following questions in English before listening to the song and read the lyrics.

1. What are some memories that you have of your childhood?
2. What was one of your favorite places to go as a child?
3. How does your environment effect your past and your future?

Key Word Recognition

Listen to the song and write down the words that you are able to recognize.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Comprehension Phase

1. What type of cause is this band trying to promote?
2. Who is telling the story about their childhood?
3. How was the world during this person's childhood?
4. What is the singer worried about for the future?

5. What are some of the problems that the singer describes within the song?

Inferences

Write what you think the following words mean in English. Use the context clues from the song.

- a. Cuenta el abuelo (parte 1)= _____
- b. Un río transparente (parte 1) = _____
- c. Los pobres niños (parte 2) = _____
- d. Llanto (parte 3) = _____
- e. Rios de aceite (parte 3)= _____

Extension of Text

1. Describe the world that the grandfather remembers. Use your imagination to reflect upon the world of your ancestors. What are some similarities differences between then and now?

2. Do you have any solutions for the problems they identify in this song? Do you personally do anything that would affect the world in the future?

LA BRUJA DEL BOSQUE

<http://www.nccextremadura.org/eventos2006/medioambientejaraiz/cuentos.html>

Érase una vez una bruja que, rondando por el mundo, se dio cuenta un día de que estaban talando muchos árboles y estaban destruyendo el bosque.

Fue a su casa, que estaba debajo del bosque, y preparó una pócima. Al día siguiente repartió la pócima por todo el bosque.

Cuando llegaron los leñadores, se dieron cuenta de que los árboles eran más oscuros. Un leñador intentó cortar un árbol, pero no pudo cortarlo.

De pronto, llegó un hombre y les dijo que no se podían cortar porque la bruja les había echado una pócima. Y también les explicó que los necesitamos para vivir porque nos dan oxígeno, para que críen los animales y para que hagan nidos los pájaros.

La bruja les hizo plantar muchos árboles en el bosque. Y así, este se recuperó poco a poco.

Y colorín colorete, este cuento lo ha escrito un jinete.

Autor: Javier Garzón Mora

Un sapito

<http://www.guanaquin.com/eco/ediciones/300400/cuento.shtml>

Había una vez un sapito muy triste porque no tenía un charco donde refrescarse.

Mientras lloraba escuchó el canto de otro de su especie.

—¿Dónde canta, compañero?

—¿Quién pregunta?

“¿Quién podrá tener motivo para cantar?”, se decía a sí mismo, caminando en dirección del sonido.

De pronto, vió a un sapo recostado sobre una lata.

—¿Qué tal? —dijo, contento de encontrar compañía—. Me admira que usted tenga ánimo alegre.

—Razón tengo, mi amigo, porque voy camino de reunirme con mi familia. Los dejé hace algunos días porque estaba aburrido de mi casa, pero ¿sabe?... estaba más feliz y seguro allí. Me he quemado mis patitas y la panza.

¡No hay ni una sombrita! y me parece que quizá quieren convertirnos en algún platillo.

—Por favor, ¡lléveme con usted, quiero bañarme en un charquito! Aquí hasta los árboles han desaparecido.

—¡Claro, vámanos ya!

Un rato después, cansados y sedientos por la caminata, encontraron una iguana que corría desesperada.

—¡Ay, Dios mío, cálmese! ¿Qué le ocurre, amiga?

—¡Ayúdenme, me persiguen! —gritaba, mientras se colocaba tras una piedra.

—¿Quién la sigue? —preguntaron los caminantes.

—Primero fueron unos hombres con garrotes; después unos niños y, por último, unos perros.

—¿Por qué no viene con nosotros?

Aceptó la iguana y el camino se hizo más corto entre los tres. Al rato, muy cansados, se durmieron profundamente.

Horas después los despertó un tropel. El ruido lo provocaba un cusuco perseguido por un campesino.

Dos horas después, los sapitos llegaron hasta el anhelado charquito y todos se pusieron a cantar y a agradecer a Dios que todavía hubiese un lugar a salvo de la destrucción provocada por el ser humano.

FIN

Nombre:

Fecha:

Las bicitekas en México

You have been studying about the environment in your Spanish class and are now interested to learn more about how other countries try to better the environment. While looking through the internet you find a website about an organization in Mexico that is trying to better the environment. Search through this website and answer the following questions.

Pre-reading phase

1. Name different types of transportation.
2. Which modes of transportation are environmentally friendly?
3. How do our choices of transportation affect the environment?

Now go to this website: <http://www.bicitekas.org/index.html>

Main Ideas

4. Looking at the main page of this organization what do you think it is about?
What are they promoting?
5. What did they celebrate on September 22?

From the table of contents go to “Quienes somos” to find out about this organization.

6. Name 3 beliefs that this organization has developed.

-
-
-

Now look at the top of the page and find out more about some of the members of this organization.

7. What is Arellí Carrón's preferred route when riding her bike?

8. In Areli's opinion what are two advantages of using her bicycle?
9. What is Coca's occupation?
10. Where does Coca go with her bike?
11. How did she find out about this organization?

From the main page go to **artículos** and click on the article entitled "**Ciclismo Urbano**" and answer the following question.

12. Based on the author what are four reasons why this type of transportation is good to use?



13. What do you think about this organization? Would you sacrifice your luxury to benefit the environment?

martes, junio 07, 2005

Arte sin Techo

"Cuando no tenía más nada en la vida aparecieron los colores". Juan Carlos Núñez, pintor de calle.

Son excluidos, viven en la calle, víctimas de la recurrente crisis de un país que malgasta constantemente su riqueza, pero son humanos, tienen alma y arte. Son Arte sin Techo, la iniciativa de un grupo de muralistas argentinos que ha iniciado en la pintura a varios *sin techo*

que han aprendido a pintar una nueva vida.

En Buenos Aires viven unas 3.500 personas en las calles y Arte sin Techo aspira a devolverles un poco de dignidad, ilusión y dotarlos de un oficio.

Primero se convocó a muralistas para limpiar el lienzo urbano de Buenos Aires de pintadas políticas, luego se sumaron estudiantes, colegiales y vagabundos.

Ya hay cuatro caminos de arte y esperanza con doce murales acabados.

Organizaciones vecinales, escuelas, instituciones y empresas ya están encargando más.

Los objetivos: formación artística de los desposeídos, formación social, desarrollo de microempresas y realización de nuevos trabajos.

Esperanza, ilusión y un nuevo tapiz urbano gracias a la pintura de calle.

<http://periodistas21.blogspot.com/2005/06/arte-sin-techo.html>

Hablar sobre pinturas de Joan Miró 18 B

Estos dibujos se inspiran en pinturas de Joan Miró, el gran pintor catalán.

1. Colorea las áreas según los números que te indican los colores y así obtendrás el aspecto aproximado de ocho pinturas de Joan Miró.

2. Descríbele a tu compañero/-a las pinturas y escucha también sus descripciones. Encima de cada pintura tienes una letra y tu compañero/-a un número. Pon en el cuadro los números que tu compañero/-a te indique.

1	2	3	4	5	6	7	8

1 = rojo

2 = azul

3 = azul oscuro

4 = verde

5 = verde oscuro

6 = amarillo

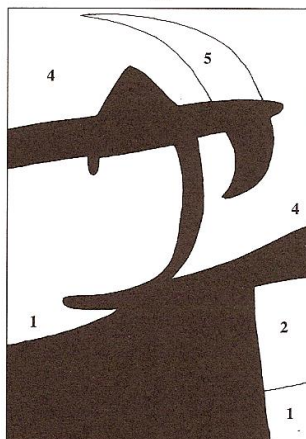
7 = marrón

8 = rosa

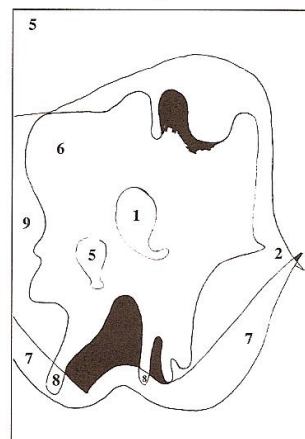
9 = lila

10 = naranja

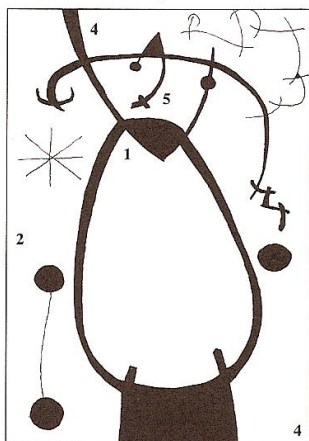
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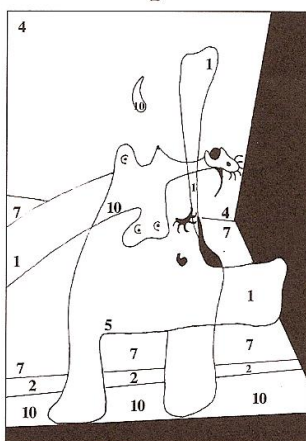
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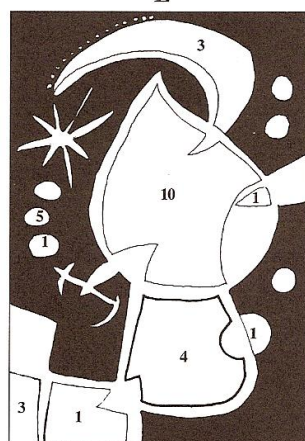
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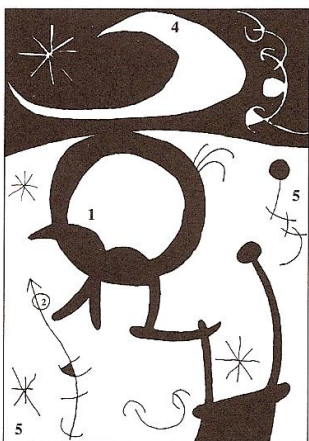
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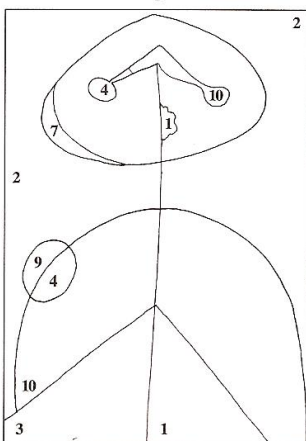
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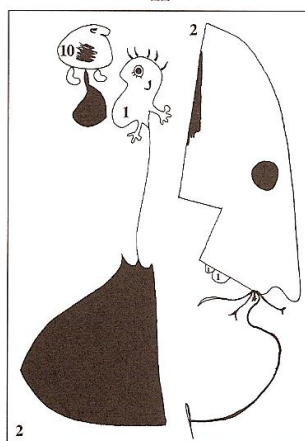
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H



18 A Hablar sobre pinturas de Joan Miró

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6 = amarillo

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8 = rosa

9 = lila

10 = naranja

