Languages for a Global Perspective

THE FOREIGN LANGUAGE CURRICULUM
City School District
Rochester, New York
2000
FOREIGN LANGUAGE CURRICULUM GUIDE

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The Rochester City School District Content Standards reflect the educational goals that are common to each curricular area, while recognizing the distinctive aspects of each discipline. Each area has its own philosophy, methods, materials, history and content. Assessment techniques reflect curricular similarities and differences, as well as the varying capacities and skill levels of all students pre-K through 12.

The content standards provide the direction and basic structure for the development of curricula (performance standards). They establish a direct link to classroom instruction and assessment.

The Rochester City School District recognizes the diversity of students in our district including students with disabilities, students with limited English proficiency, gifted students and educationally disadvantaged students. The district has made a strong commitment to integrating the education of all students into the total school program. The standards apply to all students. A classroom typically includes students with a wide range of abilities who may pursue multiple pathways to learn effectively, participate meaningfully and work toward attaining the standards. Students with diverse learning needs may need accommodations or adaptations of instructional strategies and materials to enhance their learning and/or adjust for their learning capabilities. The district is committed to the provision of these needs so that all children will learn.

The Rochester City School District expectation is that all teachers will use the curricula document as a basis to their instructional delivery which is aligned to New York State Standards and performance tasks. Rochester City State District teachers will be responsible for the delivery of curricula.
The Foreign Language Department is committed to both communication in the target language and the teaching of culture as major components of its instructional program. The Department is committed to furthering advancement of foreign languages and its learning in a world increasingly independent and multilingual as well as multicultural.

At the beginning level of a foreign language, emphasis is placed on the aural-oral acquisition of language skills: to understand the spoken language, to respond orally to visual and oral stimuli. Vocabulary, simple grammatical structures and conversational exchanges, carefully designed within the framework of the vocabulary learned, form the core of the introductory course. Since language is culture, the students concurrently acquire a sensitivity to the foreign culture and an awareness of another mode of thinking, of expressing oneself and of living.

As students progress in the chosen language, all skills begin to grow in complexity. Communication structures are more complex, written language is emphasized and reading comprehension integral, but the focus of all modern languages continues to be a communicative one. The target language is used explicitly in the classroom and students are encouraged to partake in activities that will reinforce the usage of their modern language.

The teaching of culture accompanies all levels of language learning. Customs, daily activities, values, civilizations, geography, history, art, and social sciences are only some topics to be expected to cover as a child studies a foreign language.

The teaching of a foreign language is to be delivered by a teacher who: practices interactive learning, is performance based oriented, has an interdisciplinary approach, and is flexible to address the learning needs of all the students. It is the department’s expectation that the foreign language teacher be a representative to the quote: “A widening and an intensification of the teaching and study of foreign languages is little short of a national necessity” (Lindsley Fiske Kimball, Rockefeller Foundation).

The Foreign Language Curricula follows and supports New York State Standards for Languages Other than English:

- to be able to use a language other than English for communication.
- to develop cross-cultural skills and understandings.
Best Practice in Teaching Foreign Language

The following factors have been identified as those which are likely to foster achievement of the learning standards for Languages Other Than English:

As teachers develop scope and sequence materials and classroom strategies which align to the new learning standards, they will address these factors in their work.

<table>
<thead>
<tr>
<th>Student Centered</th>
<th>Students construct knowledge based on their needs and experiences; they assume responsibility for developing a language learning process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Based</td>
<td>Using language in face-to-face encounters becomes a tool for accomplishing specific language purposes.</td>
</tr>
<tr>
<td>Interactive Learning</td>
<td>Instructional practice provides ample opportunity for students to participate in peer learning through group activities.</td>
</tr>
<tr>
<td>Interdisciplinary Approach</td>
<td>Integrates knowledge and skills from other disciplines; expands horizons; maintains student interest; and promotes logical and creative thinking.</td>
</tr>
<tr>
<td>Reality-Based/Relevant</td>
<td>Real-life situations, topics, and issues of interest create a learning-relevant environment for students.</td>
</tr>
<tr>
<td>Appropriate Assessment</td>
<td>Curriculum and assessment are aligned to promote learners’ growth, and are best achieved by multiple methods.</td>
</tr>
<tr>
<td>Reflections</td>
<td>Both teacher and students reflect, in either oral or written form, about what has been taught and learned.</td>
</tr>
<tr>
<td>Discipline</td>
<td>Establishes an environment conducive to learning by promoting trust and respect from teacher and students.</td>
</tr>
<tr>
<td>Knowledge of Self</td>
<td>Choose the teaching, learning, and student strategies that work best for you and for your students.</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Willingness to change methods, classroom activities, or time allotments depending on need.</td>
</tr>
</tbody>
</table>

Curriculum Essentials/Scope and Sequence-SED
FOREIGN LANGUAGE CURRICULUM

SECONDARY - SPANISH

- LEVEL IA = GRADE 6 COURSE
- LEVEL IB = BEGINNING MIDDLE SCHOOL COURSE
- LEVEL IC = CONTINUING MIDDLE SCHOOL COURSE
- LEVEL I = FIRST YEAR HIGH SCHOOL COURSE
  EQUIVALENT TO COURSE IB+IC
- LEVEL II = SECOND YEAR HIGH SCHOOL COURSE
# Topics by Course
## Spanish IB and IC

<table>
<thead>
<tr>
<th>NYS Topics</th>
<th>IB Topics</th>
<th>IC Topics</th>
</tr>
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<tbody>
<tr>
<td><strong>Personal ID</strong> (Biographical ID)</td>
<td>Age, En camino</td>
<td>Family, Chapter 6</td>
</tr>
<tr>
<td></td>
<td>Nationality, En camino</td>
<td>Occupation, Chapter 6, C 8</td>
</tr>
<tr>
<td></td>
<td>Address/Phone, En camino</td>
<td>(not in book)</td>
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<tr>
<td></td>
<td>Place and Date of Birth, En camino</td>
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<tr>
<td><strong>Physical Description</strong></td>
<td>Complexion, Chapter 2</td>
<td>Height, Chapter 16</td>
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<tr>
<td></td>
<td>Body Shape, Chapter 2</td>
<td>Weight, Chapter 16</td>
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<td></td>
<td>Color of Hair, Chapter 2</td>
<td>Facial Features, Chapter 16</td>
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<td>Disabilities, Chapter 16</td>
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<td></td>
<td></td>
<td>Color of Eyes, Chapter 16</td>
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<tr>
<td><strong>Psychological Character</strong></td>
<td>Character, Chapter 2</td>
<td>Interests, En camino</td>
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<td>Personality, Chapter 5</td>
<td>Tastes, Chapter 7, Chapter 8</td>
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<td>Likes and Dislikes, Chapter 1</td>
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<tr>
<td><strong>House and Home</strong></td>
<td>Cat, Chapter 2</td>
<td>Family, Chapter 6</td>
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<tr>
<td></td>
<td>Dog</td>
<td>House/Apt</td>
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<tr>
<td></td>
<td>Fish</td>
<td>Rooms</td>
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<td></td>
<td>Bird</td>
<td>Lodging</td>
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<td>Size/Function Rooms</td>
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<td>Furnishing</td>
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<td></td>
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<td>Garden</td>
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<tr>
<td><strong>Family Life</strong></td>
<td>None</td>
<td>Members, Chapter 6</td>
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<td>Activities</td>
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<td></td>
<td></td>
<td>Ages</td>
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<td>Community / Neighborhood</td>
<td>Location, Chapter 4, Chapter 5</td>
<td>Stores</td>
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<tr>
<td></td>
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<td>Facilities</td>
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<tr>
<td></td>
<td></td>
<td>People</td>
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<td></td>
<td></td>
<td>En camino E</td>
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<td></td>
<td></td>
<td>Common Activities</td>
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<td></td>
<td>Nationalities and MAPSCulture</td>
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<td>Physical Environment</td>
<td>Classroom Objects, En camino</td>
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<td>Classroom</td>
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<td>Places, Chapter 5</td>
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<td>Transportation, Chapter 4</td>
<td>Village</td>
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<td>Suburbia</td>
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<td>Country</td>
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<td>Geography of Area</td>
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<td>Geography of Area</td>
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<td>Climate and Weather</td>
<td>Climate, Chapter 3</td>
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<td>Temperature</td>
<td>Precipitation</td>
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<td>Wind</td>
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<td>Quality of Environment</td>
<td>Pastimes</td>
<td>Pastimes</td>
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<td>Opportunities for Recreation</td>
<td>Montar en bicicleta</td>
<td>Pastimes, Chapter 6</td>
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<tr>
<td></td>
<td>ir al parque, Chapter 1</td>
<td>Chapter 9</td>
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<tr>
<td>Meal Taking / Food / Drink</td>
<td>Food, Chapter 1</td>
<td>Meal Time</td>
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<td></td>
<td>Some Drinks</td>
<td>Interaction</td>
</tr>
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<td></td>
<td>Everyday Family Fare</td>
<td>Regular Meal</td>
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<td></td>
<td>Regional / Nationality Specialties</td>
<td>Eating w/Friends and Relatives, Chapter 8</td>
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<td></td>
<td>Fast Food</td>
<td>Eating Out</td>
</tr>
<tr>
<td>Health and Welfare</td>
<td>No</td>
<td>Food and Drink Prepar</td>
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</table>
Education

Types of Schools, Chapter 17
Subjects
Schedule / School Year

Earning a Living

Extra-curricular Activities, C
Types of Employment
Professions
Commonly Known Occupations
(not in book)

Leisure

Pastime After School
Weekends (En camino)
Holidays (En camino)
Vacations (En camino)
Hobbies
Use of Media
Religions Events, Chapter 6
Traditions and Customs
Family Occasions, Chapter 6

Public and Private Services

Telephone, En camino
Mail, Chapter 4 (Post Office)
Transportation, Chapter 4
Government Agencies, Post Office

Shopping

Shopping Center, Chapter 5
Clothing, Chapter 3
Prices, Chapter 3
Time, En camino
Interaction w/Sales People, C 3

Travel

Means of Transportation
Maps, Chapter 4, Chapter 5, En camino D

Marketing
Specialty Shops Neighborhood Merchants
Buying Staple Products, Chapter 8
Currency, Chapter 8

Time Tables and Fares (not in book)
Interaction at Ticket Counters
( not in book)
Advertisement (not in book)
Promotions and Information (not in book)
How to Use the Informal Speaking Rubric

Features of the Rubric:
- The rubric describes a continuum of performances from Level 4 (most proficient) to Level 1 (least proficient).
- There are six criteria (called dimensions) in the informal speaking rubric: Initiation; Response; Conversational Strategies; Vocabulary; Structure; and Cultural Appropriateness.
- The dimensions are articulated in the left column of the rubric.
- Explanation and examples of terms are attached.
- The rubric is presented in two forms. The Informal Speaking Rubric describes the characteristics of a performance at each level. The Informal Speaking Checklist is simply another format of the same information. Scorers who prefer the checklist should refer to the Informal Speaking Rubric for definitions at each level.

Applying the Dimensions:
- Scores are determined by matching evidence from exchanges with students to the language of the rubric.
- Students are assigned a score for their performance in informal speaking on each of the six dimensions.
- The raw scores for each dimension represent the extent to which the student exhibits proficiency on that dimension; that is to say, the individual scores recognize a student’s strength in the areas of initiation, response, conversational strategies, vocabulary, structure and cultural appropriateness.
- The scores for each dimension are then added to determine a total raw score.
- The raw score is converted to a score ranging from 0 to 10 points, using the chart provided on each rubric.

Part 1a: Informal Classroom Evaluation (As currently administered)
Scores for Part 1A of the examination are based on students’ performance in daily classroom activities during the designated assessment period. This assessment presumes that instruction routinely includes frequent opportunities for students to engage in a variety of realistic oral communications. These communications must be consistent with functions, topics and situations for listening/speaking outcomes at Checkpoint A in the State syllabus. Reading aloud and recitation or memorized text do not constitute oral communication for the purpose of this assessment.

Presently, the criterion for this assessment is frequency/consistency: how often students express themselves in a manner consistent with the speaking proficiency level for Checkpoint A in the State syllabus. Scores must be expressed in whole numbers according to the following table: All the time: 10; Most of the time: 7-9; Half of the time: 4-6; Seldom: 1-3; Never: 0.
Informal Speaking
Explanation/Examples

Conversational Strategies – ways to clarify and continue a conversation. Student will use all or some, as appropriate to conversation.

CIRCUMLOCUTION
- Uses familiar vocabulary and structures to express meaning beyond his/her current level of knowledge.
  Example: tiger (“a big cat with stripes in the zoo”)

SURVIVAL SKILLS
- Uses learned expressions in appropriate situations to sustain conversation
  Examples: please explain, please repeat, how do you say, I don’t understand
- Uses nonverbal cues to clarify meaning.
  Examples: facial expression, body language

INTONATION
- Uses language-appropriate inflection to indicate purpose of utterance.
  Example: rising pitch to show question

SELF-CORRECTION
- Uses self-correction to clarify meaning.
  Example: You go … no, I go

RESPONDS TO VERBAL CUES
- Uses utterances of conversation partner as a clue or resource for unfamiliar vocabulary and structures to use in his/her own utterances, to self-correct, clarify or restate.
  Example: A – Give me a thing to write with.
  B – OK. Do you want a pen or a pencil?
  A – I need a pencil.

ATTENTION-GETTING DEVICES
- Uses strategies to initiate a conversation.
  Example: A – Hello!
  B – Excuse me.
  C – Good morning.
### Part 1A

**Informal Speaking Checklist**

Please refer to Informal Speaking Rubric for definitions of each level.

<table>
<thead>
<tr>
<th>Initiation</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiates speech and asks questions</td>
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<tr>
<td>Uses appropriate attention-getting devices</td>
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<td></td>
</tr>
<tr>
<td>Speaks spontaneously</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Responds appropriately to questions/statements</td>
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</tr>
</tbody>
</table>

**Conversational Strategies to Clarify and Continue Conversations Using:**

<table>
<thead>
<tr>
<th>Circumlocution</th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Survival strategies</td>
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<tr>
<td>Intonation</td>
<td></td>
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<tr>
<td>Self-correction</td>
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<tr>
<td>Verbal cues</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
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<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporates variety of old and new vocabulary</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Uses idiomatic expressions appropriate to topic</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks clearly and imitates accurate pronunciation</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Uses verbs in utterances when necessary with appropriate subject/verb agreement</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes nouns and adjectives agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses correct word order and article adjectives</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural Appropriateness</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Uses/interprets cultural manifestations appropriate to the task (e.g., greeting, leave-taking, gestures, proximity, etc.)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Raw Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Informal Speaking Score</td>
</tr>
</tbody>
</table>

#### Conversion Chart

<table>
<thead>
<tr>
<th>Raw Score Range</th>
<th>Conversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-24</td>
<td>10</td>
</tr>
<tr>
<td>19-21</td>
<td>9</td>
</tr>
<tr>
<td>17-18</td>
<td>8</td>
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<tr>
<td>14-16</td>
<td>7</td>
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<tr>
<td>12-13</td>
<td>6</td>
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<tr>
<td>10-11</td>
<td>5</td>
</tr>
<tr>
<td>7-9</td>
<td>4</td>
</tr>
<tr>
<td>5-6</td>
<td>3</td>
</tr>
<tr>
<td>3-4</td>
<td>2</td>
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<tr>
<td>1-2</td>
<td>1</td>
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<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Student Name: ________________________________________________________________
### Informal Speaking Rubric

#### Dimension 4

**The student:**
- Eagerly initiates speech, utilizing appropriate attention-getting devices. Easily asks questions and speaks simultaneously.

#### Dimension 3

**The student:**
- Is willing to initiate speech, utilizing appropriate attention-getting devices. Asks questions and speaks evenly.

#### Dimension 1

**The student:**
- Sometimes initiates speech, using attention-getting devices. Sometimes asks questions and speaks hesitantly.

- Is reluctant to initiate speech and struggles to ask questions. Speech is halting.

---

**Response**

- Almost always responds appropriately to questions/statements.

- Frequently responds appropriately to questions/statements.

- Sometimes responds appropriately to questions/statements.

- Rarely responds appropriately to questions/statements.

---

**Conversational Strategies**

- Clarifies and continues conversation, using all or some of the following strategies:
  - circumlocution
  - survival strategies
  - intonation
  - self-correction
  - verbal cues

- Uses all or some strategies, but may need occasional prompting.

- Uses some strategies and needs frequent prompting to further the conversation.

- Uses few strategies. Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting.

---

**Vocabulary**

- Incorporates a variety of old and new vocabulary.
- Uses idiomatic expressions to topic.
- Speaks clearly and imitates accurate pronunciation.
- Utilizes a variety of old and limited vocabulary.
- Attempts to use idiomatic expressions appropriate to topic.
- Speaks clearly and attempts accurate pronunciation.
- Relies on basic vocabulary.
- Speech is comprehensible in spite of mispronunciations.
- Uses limited vocabulary.
- Mispronunciations impede comprehensibility.

---

**Structure**

- Makes few errors in the following areas:
  - verbs in utterances when necessary with appropriate subject/verb agreement
  - noun and adjective agreement
  - correct word order and article adjectives
  - Errors do not hinder comprehensibility

- Makes several errors in structure which do not affect overall comprehensibility.

- Makes several errors which may interfere with comprehensibility.

- Makes utterances which are so brief that there is little evidence of structure and comprehensibility is impeded.

---

**Cultural Appropriateness**

- Almost always uses/interprets cultural manifestations when appropriate to the task (e.g., greeting, leave taking, gestures, proximity, etc.).

- Frequently uses/interprets cultural manifestations when appropriate to the task.

- Sometimes uses/interprets cultural manifestations when appropriate to the task.

- Rarely uses/interprets cultural manifestations when appropriate to the task.

---

**Conversion Chart**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Raw Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-24</td>
<td>10</td>
</tr>
<tr>
<td>19-21</td>
<td>9</td>
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<tr>
<td>17-18</td>
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<td>14-16</td>
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<td>1-2</td>
<td>1</td>
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<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for “1.”*
### Writing Checklist

Please refer to full Writing Rubric for definitions of each level.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tr>
<td><strong>Purpose/Task</strong></td>
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<tr>
<td>- Satisfies the task</td>
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<tr>
<td>- Connects ideas to task/purpose</td>
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</tr>
<tr>
<td>- Exhibits a logical and coherent sequence of ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong> (in statements/questions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Incorporates a range of nouns, verbs and/or adjectives as appropriate to task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses relevant and accurate words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong> (degree to which errors hinder overall comprehensibility)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Subject/verb agreement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Noun/adjective agreement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Correct word order</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Word Count</strong></td>
<td>30+</td>
<td>25-29</td>
<td>20-24</td>
<td>15-19</td>
<td>&lt;15</td>
</tr>
<tr>
<td>- Comprehensible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- In target language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Contributes to the development of the task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Raw Score

Final Task Score

**Conversion Chart**

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-16</td>
<td>5</td>
</tr>
<tr>
<td>11-13</td>
<td>4</td>
</tr>
<tr>
<td>8-10</td>
<td>3</td>
</tr>
<tr>
<td>5-7</td>
<td>2</td>
</tr>
<tr>
<td>2-4</td>
<td>1</td>
</tr>
<tr>
<td>0-1</td>
<td>0</td>
</tr>
</tbody>
</table>

A zero can be given in any of the above dimensions when the student’s performance falls below the criteria described for “1.”

If a paper scores a zero on purpose/task, the entire response receives a zero.
<table>
<thead>
<tr>
<th>Total Points / Section</th>
<th>Number of Questions</th>
<th>Types of Questions</th>
<th>Method for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points Culture</td>
<td>1 Task</td>
<td>Performance tasks relating to the Standard for Culture</td>
<td>Rubric: teacher-made</td>
</tr>
<tr>
<td>20 points Speaking</td>
<td>10 points</td>
<td>Classroom Assessment Teacher-made</td>
<td>Rubric: Comprehensible Appropriate</td>
</tr>
<tr>
<td></td>
<td>10 points</td>
<td>Actual Speaking Tasks 2 conversations Socializing Providing/Obtaining Information Expressing Personal Feelings Persuading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 conversations</td>
<td>2 conversations</td>
<td></td>
</tr>
<tr>
<td>25 points Listening</td>
<td>25 questions</td>
<td>Various types of questions: Question/answer Short paragraph Pictures</td>
<td>Machine-scored</td>
</tr>
<tr>
<td></td>
<td>1 point each</td>
<td>1 point each</td>
<td></td>
</tr>
<tr>
<td>40 points Reading</td>
<td>80 questions</td>
<td>□ 15 points – Pictures/Cartoons □ 10 points – Cloze □ 40 points – Paragraphs □ 15 points – Advertisements</td>
<td>Machine-scored</td>
</tr>
<tr>
<td></td>
<td>½ point each</td>
<td>□ 15 points – Pictures/Cartoons □ 10 points – Cloze □ 40 points – Paragraphs □ 15 points – Advertisements</td>
<td></td>
</tr>
<tr>
<td>10 points Writing</td>
<td>8 points</td>
<td>2 Short Notes</td>
<td>Rubric: Comprehensible Appropriate</td>
</tr>
<tr>
<td></td>
<td>4 points each</td>
<td>2 Short Notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 points</td>
<td>1 List, 4 Items</td>
<td></td>
</tr>
<tr>
<td></td>
<td>½ point each</td>
<td>1 List, 4 Items</td>
<td></td>
</tr>
<tr>
<td>100 points TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points / Section</td>
<td>Number of Questions</td>
<td>Types of Questions</td>
<td>Method for Assessment</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>10 points Culture</strong></td>
<td>1 Task</td>
<td>Performance tasks relating to the Standard for Culture</td>
<td>Rubric: teacher-made</td>
</tr>
<tr>
<td><strong>15 points Speaking</strong></td>
<td>5 points</td>
<td>Classroom Assessment Teacher-made</td>
<td>Rubric: Comprehensible Appropriate</td>
</tr>
<tr>
<td></td>
<td>10 points</td>
<td>Actual Speaking Tasks 2 conversations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 conversations</td>
<td>Socializing Providing/Obtaining Information Expressing Personal Feelings Persuading</td>
<td></td>
</tr>
<tr>
<td><strong>40 points Listening</strong></td>
<td>40 questions 1 point each</td>
<td>Various types of questions: Question/answer Short paragraph Pictures</td>
<td>Machine-scored</td>
</tr>
<tr>
<td><strong>25 points Reading</strong></td>
<td>50 questions ½ point each</td>
<td>Conversations 15 points – Pictures/Cartoons 10 points – Cloze 40 points – Paragraphs 15 points – Advertisements</td>
<td>Machine-scored</td>
</tr>
<tr>
<td><strong>10 points Writing</strong></td>
<td>8 points 4 points each</td>
<td>2 Short Notes IB – Personal ID IC – Where are you going?</td>
<td>Rubric: Comprehensible Appropriate</td>
</tr>
<tr>
<td></td>
<td>2 points ½ point each</td>
<td>Compositions IB – Personal ID IC – Where are you going?</td>
<td></td>
</tr>
<tr>
<td><strong>100 points TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rochester City School District

Content Standards
Aligned Curriculum
for
Spanish IB, IC, I and II
SPANISH IB
Spanish IB Curriculum Topics

1. Personal ID and Greetings
   NYS Topic 1   En Camino A, B.

2. Numbers, Date and Time
   NYS Topic 1   En Camino C, D.

3. Weather and Seasons
   NYS Topic 6   Chapter 3

4. Classroom Objects
   NYS Topic 6   En Camino B, D, Chapter 1.

5. Food
   NYS Topic 7   Chapter 1

6. Nationalities
   NYS Topic 1   En Camino B, Chapter 2.

7. People, Pets and Descriptions
   NYS Topic 1   En Camino B, Chapter 2.

8. Feelings, Likes and Dislikes
   NYS Topic 1   En Camino E, Chapter 1, 3, 5.

9. Clothing
   NYS Topic 13   Chapter 3.

10. Places and Transportation
    NYS Topics 5, 6, 12, 13, 14   En Camino E, Chapters 4, 5.

For the Midterm Exam, the following topics should be covered:
Spanish IB Curriculum   Topics 1, 2, 4, 5, 6, 7, or En Camino through Chapter 2.
For the Final Exam, all of the above topics should be covered.
### Personal Identification and Greetings

#### NYS TOPIC #1 – PERSONAL IDENTIFICATION

**General goal:** To provide and obtain information and to socialize using biographical information.

<table>
<thead>
<tr>
<th><strong>Standard 1</strong> Communication Skills</th>
<th><strong>Standard 2</strong> Cultural Understanding</th>
<th><strong>Sample Performance Indicators</strong> Ways in which students may demonstrate they have met the standard:</th>
<th><strong>Resources</strong></th>
<th><strong>Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Socializing</strong></td>
<td><strong>Perceptions</strong></td>
<td>students prepare and present dialogues, possibly with puppets made from socks, decorated with wiggly eyes, etc.</td>
<td>teacher prepares a “deck” of cards containing information about name, age, occupation, and place of origin. Students pick a card, read the information aloud, and greet the make-believe person with the correct form of tú or Ud.</td>
<td>VOCES Y VISTAS</td>
</tr>
<tr>
<td>Students can:</td>
<td><strong>Gestures</strong></td>
<td>students prepare and present dialogues, possibly with puppets made from socks, decorated with wiggly eyes, etc.</td>
<td>teacher prepares a “deck” of cards containing information about name, age, occupation, and place of origin. Students pick a card, read the information aloud, and greet the make-believe person with the correct form of tú or Ud.</td>
<td>En Camino A, B</td>
</tr>
<tr>
<td>• Ask/tell name</td>
<td><strong>Folklore</strong></td>
<td>students prepare and present dialogues, possibly with puppets made from socks, decorated with wiggly eyes, etc.</td>
<td>teacher prepares a “deck” of cards containing information about name, age, occupation, and place of origin. Students pick a card, read the information aloud, and greet the make-believe person with the correct form of tú or Ud.</td>
<td>video – Hola, Amigos magazine – ¿Qué tal?</td>
</tr>
<tr>
<td>• Ask/tell how someone is feeling</td>
<td><strong>Providing/Acquiring Information</strong></td>
<td>students prepare and present dialogues, possibly with puppets made from socks, decorated with wiggly eyes, etc.</td>
<td>teacher prepares a “deck” of cards containing information about name, age, occupation, and place of origin. Students pick a card, read the information aloud, and greet the make-believe person with the correct form of tú or Ud.</td>
<td></td>
</tr>
<tr>
<td><strong>Expressing Personal Feelings/Opinions</strong></td>
<td><strong>Family &amp; Community</strong></td>
<td>students prepare and present dialogues, possibly with puppets made from socks, decorated with wiggly eyes, etc.</td>
<td>teacher prepares a “deck” of cards containing information about name, age, occupation, and place of origin. Students pick a card, read the information aloud, and greet the make-believe person with the correct form of tú or Ud.</td>
<td></td>
</tr>
<tr>
<td>Students can:</td>
<td><strong>Structure</strong></td>
<td>students prepare and present dialogues, possibly with puppets made from socks, decorated with wiggly eyes, etc.</td>
<td>teacher prepares a “deck” of cards containing information about name, age, occupation, and place of origin. Students pick a card, read the information aloud, and greet the make-believe person with the correct form of tú or Ud.</td>
<td></td>
</tr>
<tr>
<td>• Tell how they are feeling</td>
<td><strong>Structure</strong></td>
<td>students prepare and present dialogues, possibly with puppets made from socks, decorated with wiggly eyes, etc.</td>
<td>teacher prepares a “deck” of cards containing information about name, age, occupation, and place of origin. Students pick a card, read the information aloud, and greet the make-believe person with the correct form of tú or Ud.</td>
<td></td>
</tr>
</tbody>
</table>

#### Resources

- VOCES Y VISTAS
- En Camino A, B
- video – Hola, Amigos magazine – ¿Qué tal?

#### Vocabulary

- Buenos noches.
- ¡Hola!
- Hasta la vista.
- Muchas gracias.
- Por favor
- Sí / No

- Buenas tardes.
- Buenos días.
- ¡Hola!
- Hasta mañana.
- Hasta luego.
- Hasta pronto.
- Hasta pronto.

- ¿Cómo estás?
- ¿Cómo está Ud.?
- ¿Qué tal?
- ¿Y tú?
- ¿Y Ud.?
- (muy) bien
- (muy) mal
- así, así
- no muy bien

- De nada.
- Yo, tú, Ud. él, ella of: estar
- llamarse

- ¿Cómo te llamas?
- ¿Cómo se llama Ud.?
- Me llamo …
- ¿Cómo se llama él/ella?
- Se llama …
Performance Identification and Greetings

NYS TOPIC #1 – PERSONAL IDENTIFICATION

PERFORMANCE TASKS for SPEAKING

Conversation Situations

- [Student initiates] You are sitting next to me at a concert. You learn that I am from a Spanish-speaking country and you want to get acquainted. You start the conversation.
- [Student initiates] I am a Spanish-speaking teenager. We meet at the beach. We want to get acquainted. You start the conversation.
- [Teacher initiates] I am your friend. I have met the new student in our school. You would like to know more about that person. I will start the conversation.
- [Teacher initiates] I am your host parent in a Spanish-speaking country. We meet for the first time. You tell me about yourself. I will start the conversation.
## Numbers, Dates and Time

### NYS TOPIC #1 – PERSONAL IDENTIFICATION

**General goal:** To provide and obtain information about times and to socialize using biographical information

<table>
<thead>
<tr>
<th>Standard 1 Communication Skills</th>
<th>Standard 2 Cultural Understanding</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Socializing</strong></td>
<td><strong>Perceptions</strong></td>
<td><strong>Ways in which students may demonstrate they have met the standard:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students can:</td>
<td></td>
<td>Students prepare dialogues</td>
<td>VOCES</td>
<td>¿Cuántos años tienes?</td>
</tr>
<tr>
<td>• Ask/tell date</td>
<td>• difference between first half hour and second half hour</td>
<td>Teacher takes part of sports newscaster, reporting on NFL scores or gives out important phone numbers and students write them down</td>
<td>VISTAS</td>
<td>Yo tengo … años.</td>
</tr>
<tr>
<td>• Ask/tell age</td>
<td></td>
<td>Students create a one-month calendar, decorating his/her birthday square, labeling days, numbers, months in Spanish</td>
<td>En Camino</td>
<td>La semana</td>
</tr>
<tr>
<td>• Ask/tell phone number</td>
<td>• Gestures</td>
<td>Teacher calls out numbers and students color in squares of grid to form patterns</td>
<td>C, D</td>
<td>El día del Santo</td>
</tr>
<tr>
<td>• Ask/tell address</td>
<td>• Folks</td>
<td>Students choose 7 different family members or friends and design a chart showing dates of their birthdays and saints’ names or chart the entire class’ birthdays</td>
<td>manipulatives – hand-made clocks</td>
<td>El año Nuevo</td>
</tr>
<tr>
<td>• Ask/tell birthday</td>
<td></td>
<td>Students make clocks from paper plate, brass faster, 2 tag board hands, teacher calls out the time and students hold up clocks.</td>
<td></td>
<td>El fin de semana</td>
</tr>
<tr>
<td>Providing/Acquiring Information</td>
<td></td>
<td>Play Bingo with numbers or time</td>
<td></td>
<td>El mes / año</td>
</tr>
<tr>
<td>Students can:</td>
<td></td>
<td>Flash cards with math problems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Expressing Personal Feelings/Opinions

**Persuading**

- Play Bingo with numbers or time
- Flash cards with math problems

**Resources:**
- VOCES
- VISTAS
- En Camino
- C, D

**Vocabulary:**
- Los días de la semana
- ¿Qué día es hoy?
- ¿Qué día es mañana?
- La semana
- El día
- El fin de semana
- El mes / año
- Los números 0-100
- ¿Qué número es?
- ¿Cuál es tu número de teléfono?
- ¿Cuántos son…?
- y / más / menos
- Los meses del año
- Es el ___ de ___.
- Es el primero de ___.
- ¿Cuál es la fecha de hoy (mañana)?
- ¿Dónde vives?
- Vivo en la calle ___ número ___.
- ¿Cuándo es tu cumpleaños?

**Structure:**
- date – number
- before month
- time (menos / y)
<table>
<thead>
<tr>
<th>Numbers, Dates and Time</th>
<th>Spanish IB</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYS TOPIC #1 – PERSONAL IDENTIFICATION</td>
<td></td>
</tr>
<tr>
<td>PERFORMANCE TASKS for SPEAKING</td>
<td>SUPPLEMENTAL MATERIALS</td>
</tr>
<tr>
<td>Conversation Situations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Weather and Seasons

NYS TOPIC #1 – PERSONAL IDENTIFICATION

General goal: To provide and obtain information about times and to socialize using biographical information

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Cultural Understanding</td>
<td>Ways in which students may demonstrate they have met the standard:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socializing</td>
<td>Perceptions</td>
<td>Students give weather report giving name, day, date, possibly from a different state like Florida, with visual effects to be video-taped</td>
<td>VOCES Y</td>
<td>El clima / el tiempo</td>
</tr>
<tr>
<td>Students can: <em>Ask/tell about weather</em></td>
<td>Reversal of seasons</td>
<td></td>
<td></td>
<td>Structure:</td>
</tr>
<tr>
<td><em>Providing/Acquiring Information</em></td>
<td>Centigrade vs Fahrenheit</td>
<td></td>
<td>VISTAS</td>
<td>¿Qué tiempo hace?</td>
</tr>
<tr>
<td>Students can:</td>
<td>People from warmer climates are more open; people from colder, mountainous regions are more reserved</td>
<td>Students make seasons posters: divide construction paper into 4 visual parts, draw a picture to illustrate season, give the 3 months of the season, a date, holiday and weather of the season in Spanish</td>
<td>Capitulo 3</td>
<td>Hace buen tiempo.</td>
</tr>
<tr>
<td><em>Expressing Personal Feelings/Opinions</em></td>
<td>Hispanics seldom talk of weather hurricane seasons</td>
<td>Teacher gives a weather expression – students tell whether they like it or not</td>
<td></td>
<td>Hace frío</td>
</tr>
<tr>
<td>Gestures</td>
<td>Folklore</td>
<td>Popo y lxta</td>
<td></td>
<td>Hace fresco</td>
</tr>
<tr>
<td><em>Persuading</em></td>
<td>Family &amp; Community temperature tolerances holiday / season / weather</td>
<td></td>
<td></td>
<td>Hace sol</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hace viento.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Está nublado.</td>
</tr>
</tbody>
</table>

Capítulo 3

El clima / el tiempo

¿Qué tiempo hace?

Hace buen tiempo.

Hace mal tiempo

Hace calor

Hace frío

Hace fresco

Hace sol

Hace viento.

¿Cuál es la temperatura?

...grados

las estaciones

el invierno

el verano

la primavera

el otoño

Me gusta

No me gusta
Weather and Seasons

NYS TOPIC #1 – PERSONAL IDENTIFICATION

PERFORMANCE TASKS for SPEAKING

Conversation Situations

• [Student initiates] You are a meteorologist (weather reporter). You receive a phone call from someone wanting to know the weather conditions for the upcoming week.

• [Student initiates] Your family has an exchange student for the month of January from Bolivia. Tell him about the weather and what kinds of activities there are to do during the time he is here.
### Classroom Objects

**NYS TOPIC #6 – PHYSICAL ENVIRONMENT**

General goal: To provide and obtain information about classroom environment

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Cultural Understanding</td>
<td>Ways in which students may demonstrate they have met the standard:</td>
<td>VOCES Y</td>
<td>la clase (de español)</td>
</tr>
<tr>
<td>Socializing</td>
<td>Perceptions</td>
<td>Students request information about possession of objects.</td>
<td>VISTAS</td>
<td>el bolígrafo</td>
</tr>
<tr>
<td>Students can:</td>
<td>value of education</td>
<td></td>
<td>En Camino</td>
<td>el escritorio</td>
</tr>
<tr>
<td>• Request an item</td>
<td>maps of continents</td>
<td></td>
<td>B, D</td>
<td>la computadora</td>
</tr>
<tr>
<td>• Ask/tell items they possess</td>
<td>Gestures</td>
<td></td>
<td></td>
<td>el examen</td>
</tr>
<tr>
<td>Providing/Acquiring Information</td>
<td>Folklore</td>
<td>Students describe classroom.</td>
<td>Capítulo 1</td>
<td>el cuaderno</td>
</tr>
<tr>
<td>Students can:</td>
<td>Family &amp; Community schooling</td>
<td>Students tell what objects they like or don’t like.</td>
<td></td>
<td>singular / plural</td>
</tr>
<tr>
<td>• Name classroom objects</td>
<td></td>
<td></td>
<td></td>
<td>masc. / fem.</td>
</tr>
<tr>
<td>• Tell quantity of items</td>
<td>Gestures</td>
<td>Students make posters of classroom, labeling objects.</td>
<td></td>
<td>Hay…</td>
</tr>
<tr>
<td>Family &amp;</td>
<td>difference</td>
<td></td>
<td></td>
<td>¿Cómo se dice…?</td>
</tr>
<tr>
<td></td>
<td>school calendar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressing Personal Feelings/Opinions</td>
<td></td>
<td>Students add to their autobiographies with pictures / drawings of objects they have.</td>
<td></td>
<td>¿Qué quiere decir…?</td>
</tr>
<tr>
<td>Students can:</td>
<td></td>
<td></td>
<td></td>
<td>¿Qué tienes?</td>
</tr>
<tr>
<td>• Tell what objects they like or do not like</td>
<td></td>
<td></td>
<td></td>
<td>¿Cuántos…hay?</td>
</tr>
<tr>
<td>Persuading</td>
<td></td>
<td></td>
<td></td>
<td>¿Qué es esto?</td>
</tr>
</tbody>
</table>

**Resources:**
- VOCES Y
- VISTAS
- En Camino B, D
- Capítulo 1

**Vocabulary:**
- la clase (de español)
- la puerta
- el bolígrafo
- el escritorio
- la computadora
- el examen
- el cuaderno
- el mapa
- el dibujo
- la papelera
- el papel
- el periódico
- el borrador
- el pupitre
- la tiza
- la pizarra
- el teléfono
- la mesa
- el cartel
- la bandera
- el disco
- el calendario
- la tarea
- el lápiz

**Structure:**
- singular / plural
- masc. / fem.
- Hay…
- ¿Cómo se dice…?
- ¿Qué quiere decir…?
- ¿Qué tienes?
- ¿Cuántos…hay?
- ¿Qué es esto?
[Student initiates] I am a classmate. You left your pen on my desk. You want to find out what happened to it. You start the conversation.
### NYS TOPIC #7 – MEAL TAKING / FOOD / DRINK

**General goal:** To provide and obtain information about basic food preferences

#### Standard 1: Communication Skills

**Socializing**
- Students can:
  - Ask/tell food preferences

**Perceptions**
- variety (not all countries eat tacos)

**Gestures**

#### Standard 2: Cultural Understanding

**Providing/Acquiring Information**
- Students can:
  - Identify basic foods
  - Name fast foods
  - Name traditional Hispanic foods

**Folklore**
- corn and the Aztecs

**Family & Community**
- meal times
- traditional dishes

#### Sample Performance Indicators

**Ways in which students may demonstrate they have met the standard:**

<table>
<thead>
<tr>
<th>Socializing</th>
<th>Cultural Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students request and give information on each other’s food preferences.</td>
<td>Students collect names of 20 (?) food items that are labeled in Spanish.</td>
</tr>
<tr>
<td>Students make refrigerators: fold construction paper to form either a freezer on the top, or a side-by-side, then draw and label food.</td>
<td>Students add to their autobiographies – foods they like and don’t like.</td>
</tr>
<tr>
<td>Research and download recipes.</td>
<td>Students request and give information on each other’s food preferences.</td>
</tr>
</tbody>
</table>

#### Resources

- VOCEs Y VISTAS
- CAPITULO I menus
- Research and download recipes.

#### Vocabulary

- el helado
- el yogur
- la ensalada
- la hamburguesa
- el jamón
- la limonada
- la mantequilla
- el pan
- las papas fritas
- el plato
- el queso
- el refresco
- el burrito
- el chile con carne
- el taco
- con / sin / o
- ¡Por supuesto!
- ¡Cómo no!

---

**Structure:**
- Me gusta(n)...
- No me gusta(n)...
- Me encanta(n)...

**¿Qué te gusta más...?**
- ¿Te gusta(n)...?
## Food

**NYS TOPIC #7 – MEAL TAKING / FOOD / DRINK**

<table>
<thead>
<tr>
<th>PERFORMANCE TASKS for SPEAKING</th>
<th>SUPPLEMENTAL MATERIALS</th>
<th>NOTES TO THE TEACHER</th>
<th>EVALUATION &amp; RUBRICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conversation Situations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• [Student initiates] I am your friend. We are making plans to go to a restaurant.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• [Teacher initiates] I am an exchange student from a Spanish-speaking country and we are discussing foods we like.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• [Student initiates] You are my best friend and we are having a party. We are going to discuss foods we will have at the party.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• [Teacher initiates] I am a waiter in a restaurant and I am taking your order.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Nationalities

NYS TOPIC #1 – PERSONAL IDENTIFICATION
General goal: To provide and obtain information and to socialize using biographical information

<table>
<thead>
<tr>
<th>Standard 1 Communication Skills</th>
<th>Standard 2 Cultural Understanding</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socializing</td>
<td>Perceptions</td>
<td>Students inquire about someone’s nationality or country of origin.</td>
<td>Students do reports on different countries.</td>
<td>VOCES Y</td>
</tr>
<tr>
<td>Students can:</td>
<td>What is an American?</td>
<td>Students ask/tell nationality.</td>
<td>Students find maps / information on countries from Internet.</td>
<td>VISTAS</td>
</tr>
<tr>
<td>• Ask/tell origin</td>
<td>Derogatory terms</td>
<td>Students make salt maps and write a report.</td>
<td>Students create travel brochures.</td>
<td>En Camino B</td>
</tr>
<tr>
<td>• Ask/tell nationality</td>
<td>Differences among Hispanics</td>
<td>Students add to their autobiographies – where they are from, shown on a map of U.S.</td>
<td>Students tell likes and dislikes about countries.</td>
<td>Capítulo 2</td>
</tr>
<tr>
<td>Providing/Acquiring Information</td>
<td>Gestures</td>
<td>Hernando Cortez thought to be Quetzalcoatl</td>
<td>Español</td>
<td>el Canadá</td>
</tr>
<tr>
<td>Students can:</td>
<td>tactile culture</td>
<td>brief synopsis of history</td>
<td>Domincana</td>
<td>¿De qué país…?</td>
</tr>
<tr>
<td>• Ask/tell nationality</td>
<td>mannerisms</td>
<td>Family &amp; Community</td>
<td>República</td>
<td>¿De dónde…?</td>
</tr>
<tr>
<td>• Ask/tell origin</td>
<td>Folklore</td>
<td>Hispanic – Indian / African / Spanish</td>
<td>Cuba</td>
<td></td>
</tr>
<tr>
<td>Expressing Personal Feelings/Opinions</td>
<td></td>
<td>regional differences male / female roles</td>
<td>Puerto Rico</td>
<td></td>
</tr>
<tr>
<td>Students can:</td>
<td>Tell likes / dislikes about countries</td>
<td></td>
<td>la República</td>
<td></td>
</tr>
<tr>
<td>Persuading</td>
<td></td>
<td></td>
<td>Dominica</td>
<td></td>
</tr>
</tbody>
</table>

Structure:
- noun / adjective agreement
- ser de

VOCABULARY:
- latinoamericano, -a
- mexicano, -a
- norteamericano, -a
- centroamericano, -a
- cubano, -a
- puertorriqueño, -a
- español, -a
<table>
<thead>
<tr>
<th>Nationalities</th>
<th>Spanish IB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NYS TOPIC #1 – PERSONAL IDENTIFICATION</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PERFORMANCE TASKS for SPEAKING</strong></td>
<td><strong>SUPPLEMENTAL MATERIALS</strong></td>
</tr>
<tr>
<td>Conversation Situations</td>
<td></td>
</tr>
</tbody>
</table>
**People, Pets and Descriptions**

**NYS TOPIC #1 – PERSONAL IDENTIFICATION**

General goal: To provide and obtain information and to socialize using physical and psychological characteristics

<table>
<thead>
<tr>
<th>Standard 1 Communication Skills</th>
<th>Standard 2 Cultural Understanding</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Socializing</strong></td>
<td>Perceptions</td>
<td>Ways in which students may demonstrate they have met the standard:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students ask others to describe their friends.</td>
<td>Students tell reasons someone would like this teacher/person/friend.</td>
<td>VOCES Y</td>
<td>el alumno</td>
<td>alto, -a</td>
</tr>
<tr>
<td>Students describe themselves.</td>
<td>Students add to their autobiographies – description of selves.</td>
<td>VISTAS</td>
<td>la alumna</td>
<td>bajo, -a</td>
</tr>
<tr>
<td>Students describe classmates guess who it is.</td>
<td>Students draw pictures of a person and describe him/her, spiraling previous learning of name and age.</td>
<td>En Camino A Capítulo 2 personal ads</td>
<td>el / la estudiante</td>
<td>bonito, -a</td>
</tr>
<tr>
<td>Students describe themselves.</td>
<td>Students tell which pet they like.</td>
<td>la profesora</td>
<td>el profesor</td>
<td>guapo, -a</td>
</tr>
<tr>
<td>Students describe classmates guess who it is.</td>
<td>Students tell the reasons someone might like his/her pet.</td>
<td>la señora (Sra.)</td>
<td>la señora (Sr.)</td>
<td>feo, -a</td>
</tr>
<tr>
<td>Students describe themselves.</td>
<td>Students tell which pet they like.</td>
<td>la señorita (Srta.)</td>
<td>el señor (Sr.)</td>
<td>pelirrojo, -a</td>
</tr>
<tr>
<td>Students describe classmates guess who it is.</td>
<td>Students tell the reasons someone might like his/her pet.</td>
<td>Internet classified ads</td>
<td>el novio / la novia</td>
<td>moreno, -a</td>
</tr>
<tr>
<td>Students describe themselves.</td>
<td>Students tell which pet they like.</td>
<td>el niño / la niña</td>
<td>el muchacho</td>
<td>rubio, -a</td>
</tr>
<tr>
<td>Students describe classmates guess who it is.</td>
<td>Students tell the reasons someone might like his/her pet.</td>
<td>el muchacho</td>
<td>el segundo / la chica</td>
<td>gordo, -a</td>
</tr>
<tr>
<td>Students describe themselves.</td>
<td>Students tell which pet they like.</td>
<td>el chico / la chica</td>
<td>la muchacha</td>
<td>grande</td>
</tr>
<tr>
<td>Students describe classmates guess who it is.</td>
<td>Students tell the reasons someone might like his/her pet.</td>
<td>el maestro</td>
<td>el maestro</td>
<td>pequeño, -a</td>
</tr>
<tr>
<td>Students describe themselves.</td>
<td>Students tell which pet they like.</td>
<td>la maestra</td>
<td>la maestra</td>
<td>viejo, -a</td>
</tr>
<tr>
<td>Students describe classmates guess who it is.</td>
<td>Students tell the reasons someone might like his/her pet.</td>
<td>el amigo</td>
<td>el amigo</td>
<td>joven</td>
</tr>
<tr>
<td>Students describe themselves.</td>
<td>Students tell which pet they like.</td>
<td>la amiga</td>
<td>la amiga</td>
<td>aburrido, -a</td>
</tr>
<tr>
<td>Students describe classmates guess who it is.</td>
<td>Students tell the reasons someone might like his/her pet.</td>
<td>la mujer</td>
<td>la mujer</td>
<td>interesante</td>
</tr>
<tr>
<td>Students describe themselves.</td>
<td>Students tell which pet they like.</td>
<td>el hombre</td>
<td>el hombre</td>
<td>divertido, -a</td>
</tr>
<tr>
<td>Students describe classmates guess who it is.</td>
<td>Students tell the reasons someone might like his/her pet.</td>
<td>el perro, el gato</td>
<td>el perro, el gato</td>
<td>simpático, -a</td>
</tr>
<tr>
<td>Students describe themselves.</td>
<td>Students tell which pet they like.</td>
<td>el pez, el pájaro</td>
<td>el pez, el pájaro</td>
<td>antipático, -a</td>
</tr>
<tr>
<td>Students describe classmates guess who it is.</td>
<td>Students tell the reasons someone might like his/her pet.</td>
<td>bastante, muy</td>
<td>bastante, muy</td>
<td>inteligente</td>
</tr>
<tr>
<td>Students describe themselves.</td>
<td>Students tell which pet they like.</td>
<td>demasiado</td>
<td>demasiado</td>
<td>corto, -a</td>
</tr>
<tr>
<td>Students describe classmates guess who it is.</td>
<td>Students tell the reasons someone might like his/her pet.</td>
<td>Structure: noun adj. agree ser</td>
<td>estructura</td>
<td>largo, -a</td>
</tr>
<tr>
<td>Students describe classmates guess who it is.</td>
<td>Students tell the reasons someone might like his/her pet.</td>
<td>¿Cómo es?</td>
<td>¿Cómo es?</td>
<td>trigueño, -a</td>
</tr>
<tr>
<td>Students describe classmates guess who it is.</td>
<td>Students tell the reasons someone might like his/her pet.</td>
<td>¿Quién es?</td>
<td>¿Quién es?</td>
<td>listo, -a</td>
</tr>
<tr>
<td>Students describe classmates guess who it is.</td>
<td>Students tell the reasons someone might like his/her pet.</td>
<td>ser</td>
<td>ser</td>
<td>tonto, -a</td>
</tr>
<tr>
<td>Students describe classmates guess who it is.</td>
<td>Students tell the reasons someone might like his/her pet.</td>
<td>¿Cómo es?</td>
<td>¿Cómo es?</td>
<td>loco, -a</td>
</tr>
<tr>
<td>Students describe classmates guess who it is.</td>
<td>Students tell the reasons someone might like his/her pet.</td>
<td>¿Quién es?</td>
<td>¿Quién es?</td>
<td>estúpido, -a</td>
</tr>
</tbody>
</table>

**Resources Vocabulary**

- el alumno: alto, -a
- la alumna: bajo, -a
- el / la estudiante: bonito, -a
- el profesor: guapo, -a
- la profesora: feo, -a
- el señor (Sr.): pelirrojo, -a
- la señora (Sra.): moreno, -a
- el señor (Sr.): rubio, -a
- la señora (Srta.): gordo, -a
- el novio / la novia: grande
- el niño / la niña: pequeño, -a
- el muchacho: viejo, -a
- la muchacha: joven
- el chico / la chica: aburrido, -a
- el maestro: interesante
- la maestra: divertido, -a
- el amigo: simpático, -a
- la amiga: antipático, -a
- la mujer: inteligente
- el hombre: corto, -a
- el perro, el gato: largo, -a
- el pez, el pájaro: trigueño, -a
- bastante, muy: listo, -a
- demasiado: tonto, -a
- ser: loco, -a
- ¿Cómo es?: estúpido, -a
• [Teacher initiates] I am your friend. We are talking about our new math teacher. I will start the conversation.
## Feelings, Likes and Dislikes

### NYS TOPIC #1 and #8 – PERSONAL IDENTIFICATION and HEALTH AND WELFARE

**General goal:** To provide and obtain information and to socialize expressing likes and dislikes

<table>
<thead>
<tr>
<th>Standard 1 Communication Skills</th>
<th>Standard 2 Cultural Understanding</th>
<th>Sample Performance Indicators Ways in which students may demonstrate they have met the standard:</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Socializing</strong> Students can:</td>
<td><strong>Perceptions</strong> Students inquire about activities they like or don’t like to do.</td>
<td>Students tell someone the advantages of an activity.</td>
<td>VOCES Y VISTAS</td>
<td>hablar por teléfono</td>
</tr>
<tr>
<td>• Ask/tell how someone is feeling</td>
<td><strong>Impotance of soccer in household</strong></td>
<td></td>
<td></td>
<td>comprar</td>
</tr>
<tr>
<td>• Ask/tell about pastimes, sports, home activities, chores, special interests</td>
<td><strong>Prevalence of bullfight</strong></td>
<td></td>
<td></td>
<td>el disco</td>
</tr>
<tr>
<td></td>
<td><strong>Gestures</strong> Students draw pictures to illustrate the vocabulary and tell whether they like, don’t like or love to do the activities.</td>
<td></td>
<td>En Camino E</td>
<td>discos compactos</td>
</tr>
<tr>
<td></td>
<td><strong>Folklore</strong> traditional, folk dances</td>
<td></td>
<td>Capítulos</td>
<td>la cinta</td>
</tr>
<tr>
<td></td>
<td>rain dance, etc.</td>
<td><strong>Providing/Acquiring Information</strong> Students can:</td>
<td><strong>Samples of music</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Family &amp; Community</strong> style of dancing and types of music regional dances traditional clothing</td>
<td>• Ask/tell what they like or don’t like to do</td>
<td><strong>Gesture</strong> students draw pictures to illustrate the vocabulary and tell whether they like, don’t like or love to do the activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Expressing Personal Feelings/Opinions</strong> Students can:</td>
<td>• Tell emotional and physical state</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tell which pet they like</td>
<td><strong>Persuading</strong> Students can:</td>
<td>• Tell advantages of an activity</td>
<td></td>
<td>escuchar</td>
</tr>
<tr>
<td></td>
<td><strong>Structure:</strong> gustar/encantar + infinitive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>-ar verbs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>¿verdad?</strong> forming questions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Perceptions
- Importance of soccer in household
- Prevalence of bullfight

### Gestures
- Traditional, folk dances
- Rain dance, etc.

### Folklore
- Traditional, folk dances
- Rain dance, etc.

### Family & Community
- Style of dancing and types of music
- Regional dances
- Traditional clothing

### Expressing Personal Feelings/Opinions
- Tell which pet they like

### Persuading
- Tell advantages of an activity

### Resources
- VOCES Y VISTAS
- En Camino E Capítulos
- Sample music
- Picture flash cards
- Picture flash cards
- Tape or CD of samples of music
- Students inquire about activities someone likes to do.
- Students tell the activities they like or don’t like to do.
- Students draw pictures to illustrate the vocabulary and tell whether they like, don’t like or love to do the activities.
- Students tell what they like, don’t like or love to do.
- Students tell someone the advantages of an activity.
- Students add to their autobiographies – telling likes and dislikes.
- Students play charades.

### Vocabulary
- hablar por teléfono
- comprar
- el disco
- discos compactos
- la cinta
- el video
- juegos de video
- la bicicleta
- escuchar
- la ropa
- popular
- clásica
- ayudar a mi mamá
- practicar
- jugar
- mirar la televisión
- montar en bicicleta
- comer, leer
- enfermo, -a
- contento, -a
- cansado, -a
- triste
- preocupado, -a

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Feeling, Likes and Dislikes

NYS TOPIC #1 and #8 – PERSONAL IDENTIFICATION and HEALTH AND WELFARE

PERFORMANCE TASKS for SPEAKING

Conversation Situations

SUPPLEMENTAL MATERIALS

NOTES TO THE TEACHER

EVALUATION & RUBRICS

- [Teacher initiates] You and your friend are discussing plans for your summer vacation. Talk about what kinds of things you can do.
- [Teacher initiates] I am your friend and we are watching a baseball game on television. I will start the conversation by saying that I hate watching sports on television. You express your feelings about it.
- [Student initiates] I am your friend. You are moving to a new school district. Tell me how you feel about that. You start the conversation.
- [Teacher initiates] I am your Spanish teacher. You cannot come to class tomorrow. I want to know why. I will start the conversation.
### Clothing

#### NYS TOPIC #13 – SHOPPING

General goal: To provide and obtain information and to socialize expressing likes and dislikes

<table>
<thead>
<tr>
<th>Standard 1 Communication Skills</th>
<th>Standard 2 Cultural Understanding</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socializing</td>
<td>Perceptions</td>
<td>They have met the standard:</td>
<td>Resources</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Students can:</td>
<td>what Hispanic teens wear clothing in Hispanic culture US emphasis on comfort; Hispanic countries emphasis on style</td>
<td>Students ask and tell each other about clothing preferences. Students convince a friend to buy an article of clothing. Students describe the clothes they are wearing. Students describe what someone in the class is wearing without saying the name – classmates figure out who the person is. Students create a catalog of clothing or cutting out pictures from actual catalogs, giving prices, sizes, colors in Spanish.</td>
<td>VOCES Y VISTAS Capítulo 3 la ropa la blusa las botas la(bufanda) los calcetines la camisa la camiseta la chaqueta rojo, -a blanco, -a rosa / rosado, -a marrón / café morado, -a / violeta / púrpura negro, -a verde gris</td>
<td>amarillo, -a anaranjado, -a azul vino, -a viejo, -a gris</td>
</tr>
<tr>
<td>Providing/Acquiring Information</td>
<td>definition of appropriate bargaining metric measure (height, weight)</td>
<td>Students write and perform skit of shopping – asking sizes, prices, bargaining and purchasing clothes. Students describe the clothes they are wearing. Students describe what someone in the class is wearing without saying the name – classmates figure out who the person is. Students create a catalog of clothing or cutting out pictures from actual catalogs, giving prices, sizes, colors in Spanish.</td>
<td>Vocabulary spiral weather vocabulary foreign currency spiral number vocabulary</td>
<td></td>
</tr>
<tr>
<td>Expressing Personal Feelings/Opinions</td>
<td>Folklore molar in Panama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students can:</td>
<td>Family &amp; Community weather influence on clothing worn traditional clothing</td>
<td>Students present fashion show – some are models, the rest write down what the models are wearing – can be videotaped.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persuading</td>
<td></td>
<td>Students make a poster, drawing the clothing they would wear to various places like the beach, church, school, party or in various weather conditions and label the clothing in Spanish.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students can:</td>
<td></td>
<td>Students create a catalog of clothing or cutting out pictures from actual catalogs, giving prices, sizes, colors in Spanish.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Perceptions**
- Students ask and tell each other about clothing preferences.
- Students convince a friend to buy an article of clothing.
- Students describe the clothes they are wearing.
- Students describe what someone in the class is wearing without saying the name – classmates figure out who the person is.

**Providing/Acquiring Information**
- Students write and perform skit of shopping – asking sizes, prices, bargaining and purchasing clothes.
- Students describe the clothes they are wearing.
- Students describe what someone in the class is wearing without saying the name – classmates figure out who the person is.

**Expressing Personal Feelings/Opinions**
- Students can:
  - Ask/tell what someone is wearing
  - Ask/tell clothing preferences
  - Bargain for articles of clothing

**Persuading**
- Students can:
  - Tell why an article of clothing should be bought

**VOCABULARY**

- la ropa
- la blusa
- las botas
- la bufanda
- los calcetines
- la camisa
- la camiseta
- la chaqueta
- rojo, -a
- blanco, -a
- rosa / rosado, -a
- marrón / café
- morado, -a / violeta / púrpura
- negro, -a

**Structure**

- noun / adjective agreement and placement

- llevar
- buscar
- comprar
- ¿De qué color…?
- ¿Cuánto cuesta(n)?
- ¡Qué tal!

**Classroom Activities**

- Students ask and tell each other about clothing preferences.
- Students convince a friend to buy an article of clothing. Students write and perform skit of shopping – asking sizes, prices, bargaining and purchasing clothes.
- Students describe the clothes they are wearing. Students describe what someone in the class is wearing without saying the name – classmates figure out who the person is.

- Students present fashion show – some are models, the rest write down what the models are wearing – can be videotaped.

- Students make a poster, drawing the clothing they would wear to various places like the beach, church, school, party or in various weather conditions and label the clothing in Spanish.

- Students create a catalog of clothing or cutting out pictures from actual catalogs, giving prices, sizes, colors in Spanish.

**Example Words**

- la ropa
- la blusa
- las botas
- la bufanda
- los calcetines
- la camisa
- la camiseta
- la chaqueta
- rojo, -a
- blanco, -a
- rosa / rosado, -a
- marrón / café
- morado, -a / violeta / púrpura
- negro, -a

**Perceptions**

- what Hispanic teens wear clothing in Hispanic culture
- US emphasis on comfort; Hispanic countries emphasis on style

**Providing/Acquiring Information**

- definition of appropriate bargaining metric measure (height, weight)

**Expressing Personal Feelings/Opinions**

- weather influence on clothing worn
- traditional clothing

**Persuading**

- Tell why an article of clothing should be bought
[Teacher initiates] You are shopping for some new clothes in (*country*). I am the salesclerk. You need my help. I will start the conversation.

[Student initiates] I am your friend. I have given you a gift and you want to exchange it. You start the conversation.

[Student initiates] I am your friend. I am wearing something that you like very much. You would like to get something similar. You start the conversation.
## Places and Transportation

### NYS TOPIC #5, 6, 12, 13, 14 – COMMUNITY AND NEIGHBORHOOD, PHYSICAL ENVIRONMENT, PUBLIC AND PRIVATE SERVICES, SHOPPING and TRAVEL

**General goal:** To provide and obtain information and to socialize expressing likes and dislikes

### Sample Performance Indicators

**Standard 1**  
**Communication Skills**

**Perceptions**
- Students can:
  - Ask/tell about recreation, entertainment and transportation
  - Ask/tell simple directions
  - Ask/tell about their neighborhood / city

**Providing/Acquiring Information**
- Students can:
  - Give information about their neighborhood and city

**Expressing Personal Feelings/Opinions**
- Students can:
  - Tell preferences of travel
  - Tell places they frequent and why

**Persuading**
- Students can:
  - Convince someone to meet at a particular place and time

**Standard 2**  
**Cultural Understanding**

**Usage of space**
- Students design boards and play Spanish "monopoly."

**Gestures**
- How to hail a taxi

**Folklore**
- Family & Community
  - Age at which a person gets a license / drives
  - Availability of a car for teens to drive

**Resources**

<table>
<thead>
<tr>
<th>Ways in which students may demonstrate they have met the standard:</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students give information about neighborhood.</td>
<td>VOCES Y</td>
<td>el aeropuerto (en) el autobús</td>
</tr>
<tr>
<td>Students ask about opportunities for recreation, entertainment and transportation.</td>
<td>VISTAS</td>
<td>el coche</td>
</tr>
<tr>
<td>Students design boards and play Spanish &quot;monopoly.&quot;</td>
<td>En Camino E Capítulo 5</td>
<td>la iglesia el banco</td>
</tr>
<tr>
<td>Students find ads on Internet about places, events and travel.</td>
<td></td>
<td>la piscina el avión</td>
</tr>
<tr>
<td>Students email information about city.</td>
<td></td>
<td>el metro</td>
</tr>
<tr>
<td>Students write postcard about city.</td>
<td></td>
<td>el café</td>
</tr>
<tr>
<td>Students add to their autobiographies – tell places they (don’t) like to go.</td>
<td></td>
<td>el centro</td>
</tr>
<tr>
<td></td>
<td></td>
<td>el museo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>el campo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>el carro</td>
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<tr>
<td></td>
<td></td>
<td>el motel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>el camión</td>
</tr>
<tr>
<td></td>
<td></td>
<td>el taxi</td>
</tr>
</tbody>
</table>

### Structure:

- **(en) el autobús**
- el coche
- el banco
- el avión
- el metro
- el café
- el centro
- el museo
- el campo
- el taxi
- el tren

- a pie

- Structure:
  - a la derecha
  - a la izquierda
  - derecho

---

**VOCES Y VISTAS**  
**En Camino E Capítulo 5**

- Pictures of different modes of transportation
- el aeropuerto
- el coche
- el banco
- el avión
- el metro
- el café
- el centro
- el museo
- el campo
- el carro
- el motel
- el camión
- el taxi
- el tren

- a pie

- Structure:
  - a la derecha
  - a la izquierda
  - derecho
[Teacher initiates] You would like to visit a Spanish-speaking country. Talk with your travel agent to determine where you would like to go.

[Student initiates] I am a student from (country). I am visiting your Spanish class. You want to find out some things about my country. You start the conversation.

[Student initiates] I am an exchange student who has just arrived in your community. Tell me about your community. You start the conversation.

[Teacher initiates] I am your (nationality) friend. You have invited me to your home, but I need directions. I will start the conversation.
Spanish IC
Spanish IC Curriculum Topics

1. The Family
   NYS Topic 4   Family Life
   Voces y Vistas   Chapter 6.

2. House & Home
   NYS Topic 2
   Voces y Vistas   Chapter 6.

3. Education
   NYS Topic 9
   Voces y Vistas   Chapter 7.

4. Food
   NYS Topic 7   Meal Taking.
   NYS Topic 13   Shopping.
   Voces y Vistas   Chapter 8.

5. Leisure
   NYS Topic 11
   Voces y Vistas   Review of 1B, Chapters 9, 11.

6. Professions
   NYS Topic 10   Earning a Living
   Teacher-made materials.

7. Health and Welfare
   NYS Topic 8
   Voces y Vistas   Chapter 16.

**For the Midterm exam the following topics should be covered.**
Review all Spanish 1B Curriculum Topics (1-10) and Spanish 1C Curriculum Topics 1-3.
**For the Final exam all of the above topics should be covered.**
# The Family

**NYS TOPIC #1, 4**

**General goal:** To socialize, provide and obtain information about the family.

<table>
<thead>
<tr>
<th>Standard 1 Communication Skills</th>
<th>Standard 2 Cultural Understanding</th>
<th>Sample Performance Indicators Ways in which students may demonstrate they have met the standard:</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Socializing</strong></td>
<td><strong>Perceptions</strong></td>
<td>Students make family albums with photos or magazine pictures. For each picture, tell in Spanish who the person is: name, age, what the person does, description, etc.</td>
<td>Voces y</td>
<td>¿Cómo se llama(n). . .?</td>
</tr>
<tr>
<td>Students can:</td>
<td><strong>Concept of Family</strong> (extended family)</td>
<td>e.g., This is my mom—her name is Gloria. She’s very pretty. This task may be expanded throughout the year as students become proficient in other areas related to their family.</td>
<td>Vistas</td>
<td>¿Cuántos hermanos tienes?</td>
</tr>
<tr>
<td>• Ask/tell about their family members</td>
<td><strong>Gestures</strong></td>
<td>Students will create a family tree and describe members and relationships.</td>
<td>Capítulo 6</td>
<td>Tengo ____ hermanos.</td>
</tr>
<tr>
<td><strong>Providing/Acquiring Information</strong></td>
<td><strong>Folklore</strong></td>
<td>Students will write a letter or e-mail to an imaginary pen pal describing their family.</td>
<td>Show video – Sweet 15</td>
<td>No tengo hermanos.</td>
</tr>
<tr>
<td>Students can:</td>
<td><strong>Family &amp; Community</strong> (relationships)</td>
<td>Students will select five family members about whom they want to speak. They prepare a presentation of each member including three pieces of information about each person and a drawing or snapshot of the member.</td>
<td>Voces y</td>
<td>Soy el hijo único.</td>
</tr>
<tr>
<td>• identify family members</td>
<td><strong>La boda</strong></td>
<td>Students make family albums with photos or magazine pictures. For each picture, tell in Spanish who the person is: name, age, what the person does, description, etc.</td>
<td>Voces y</td>
<td>Tengo ____ hermanos.</td>
</tr>
<tr>
<td>(relationships)</td>
<td><strong>Los quince años</strong></td>
<td>Students will create a family tree and describe members and relationships.</td>
<td>Voces y</td>
<td>No tengo hermanos.</td>
</tr>
<tr>
<td>• identify number of people in family</td>
<td><strong>La quinceañera</strong></td>
<td>Students will write a letter or e-mail to an imaginary pen pal describing their family.</td>
<td>Voces y</td>
<td>Soy el hijo único.</td>
</tr>
<tr>
<td>• tell ages of family member</td>
<td><strong>Los abuelos</strong></td>
<td>Students will select five family members about whom they want to speak. They prepare a presentation of each member including three pieces of information about each person and a drawing or snapshot of the member.</td>
<td>Voces y</td>
<td>Tengo ____ hermanos.</td>
</tr>
<tr>
<td>• identify who is older/younger</td>
<td><strong>El nieto, la nieta</strong></td>
<td>Students will write a letter or e-mail to an imaginary pen pal describing their family.</td>
<td>Voces y</td>
<td>No tengo hermanos.</td>
</tr>
<tr>
<td><strong>Expressing Personal Feelings/Opinions</strong></td>
<td><strong>VOCES Y</strong></td>
<td>Students will write a letter or e-mail to an imaginary pen pal describing their family.</td>
<td>Voces y</td>
<td>Soy el hijo único.</td>
</tr>
<tr>
<td><strong>Persuading</strong></td>
<td><strong>Familia</strong></td>
<td>Students will select five family members about whom they want to speak. They prepare a presentation of each member including three pieces of information about each person and a drawing or snapshot of the member.</td>
<td>Voces y</td>
<td>Tengo ____ hermanos.</td>
</tr>
<tr>
<td><strong>Perceptions</strong></td>
<td><strong>VOCES Y</strong></td>
<td>Students will write a letter or e-mail to an imaginary pen pal describing their family.</td>
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<td>No tengo hermanos.</td>
</tr>
<tr>
<td><strong>Concept of Family</strong> (extended family)</td>
<td><strong>Familia</strong></td>
<td>Students will select five family members about whom they want to speak. They prepare a presentation of each member including three pieces of information about each person and a drawing or snapshot of the member.</td>
<td>Voces y</td>
<td>Soy el hijo único.</td>
</tr>
</tbody>
</table>

**Resources:** Voces y, Vistas, Capítulo 6, Show video – Sweet 15

**Vocabulary:** La familia, el abuelo, la abuela, los abuelos, el nieto, la nieta, los nietos, el hermano, la hermana, los hermanos, el hermanito, la hermanita, el hijo, la hija, los hijos, la madre / la mamá, el padre / el papá, los padres, el esposo, la esposa, el tío, la tía, los tíos, el primo, la prima, los primos, mayor, menor

**Structure:**

- Tener
- Adjetivos posesivos: mi(s) tu(s)
- nuestro, —a, —os, as

**Examples:**

- ¿Cómo se llama(n). . .?
- ¿Cuántos hermanos tienes?
- Tengo ____ hermanos.
- ¿Cuál es tu nombre?
- Tienes ____ años.
- ¿Cómo se llama(n). . .?

**Additional Resources:**

- Voces y  
- Vistas  
- Capítulo 6  
- Show video – Sweet 15  

**Additional Vocabulary:**

- Los abuelos
- El nieto, la nieta
- Los nietos
- El hermano, la hermana
- Los hermanos
- El hermanito, la hermanita
- El hijo, la hija
- Los hijos
- La madre / la mamá
- El padre / el papá
- Los padres
- El esposo, la esposa
- El tío, la tía
- Los tíos
- El primo, la prima
- Los primos
- Mayor
- Menor
PERFORMANCE TASKS for SPEAKING

• [Student initiates] I am your neighbor in a Spanish-speaking country. We have just met and you would like to find out about me and my family. You start the conversation.

• [Teacher initiates] You just received a phone call from your Spanish-speaking exchange student. Describe your family to him.

• [Teacher initiates] You and your cousin are planning a family reunion. Discuss with him/her who is going to be invited.

• [Student initiates] I am your friend’s parent. You have come to our home for the first time. We will introduce ourselves and get to know each other. You will start the conversation.

SUPPLEMENTAL MATERIALS

Una boda Mexicana (see attached sheets on “La Ceremonia de Boda”)
Spanish IC

Una boda Mexicana

Culture

I. Title: “La Ceremonia de Boda” (The Wedding Ceremony)

II. Background: Family members, Godparents, numbers, dates, times, address.

III. Audience: Spanish IC or I (Mid-year)

IV. Outcome: Students will be exposed to the cultural aspects of the Mexican Wedding Ceremony (civil and religious), and create an invitation in Spanish.

V. Task: Teacher: Will introduce students to the Mexican Wedding Ceremony (see packet).

Student: Will examine sample invitations, and be able to complete pages S-4 of packet using information from the invitation. Students will create their own invitation (either individually or in groups).

VI. Procedure: T-1: Introduce the reading and wedding picture.

T-2: Provide copies of sample wedding decorations and other materials to be used in the invitations. (bells, print shop pictures, student artists)

S-1: Listen to teacher’s instruction

S-2: Examine sample invitation

S-3: Complete S-4 question sheet

S-4: Create an invitation on own or in groups using materials provided by teacher

VII. Suggested Time: Total time: at least 2 hours.

VIII. Suggested Material: Packet student copies of several invitations and p. S-1 (attached) markers, rulers, glue, pencils, construction paper, copies of sample decorations, scissors, glitter, crayons

IX. Assessment: Discretion of teacher as to quiz or project grade. Grades given separately for question sheet answers and for finished invitations.

X. Extension: * perform actual wedding ceremony In Spanish!

* do an activity on preparing for a wedding (clothing worn, etc.)

(Voices y Vistas: IB, IC, IIA Fall ’95)
La Ceremonia De La Boda

En México todas las parejas se casan dos veces una es por lo civil y la otra por la iglesia. Si es que deciden tener una sola ceremonia, lo más apropiado es por lo civil, ya que el gobierno reconoce la boda civil y no la religiosa. Generalmente, la boda civil se efectúa una semana antes de la boda por la iglesia. Por lo tanto, casarse por lo civil no significa nada si la pareja planea tener una ceremonia religiosa. Después de la boda en el registro civil (court house) el novio regresa a su casa y la novia regresa a la suya. Aunque estén casados, no significa que van a vivir juntos hasta después de la boda por la iglesia. La ceremonia más importante para ellos es la de la iglesia, porque la mayoría de los mexicanos son católicos.

La ceremonia católica empieza de la siguiente manera: el padre (priest) sale a recibir a los novios afuera de la iglesia. Una vez dentro, empieza el servicio católico tradicional donde encontramos lo siguiente:

a) Los padrinos y las madrinas enseñan los anillos, las arras, y el lazo para que el padre los bendiga (bless).

b) Los novios reciben los anillos de los padrinos y ellos lo ponen en la mano derecha y no en la izquierda como en los Estados Unidos.

c) Los novios se arrodillan (kneel) a mitad de la misa y los padrinos ponen “el lazo” (a rosary with 2 loops, like 2 lazos) alrededor de ellos. Entonces el padrino o la madrina le da un empujón como símbolo de buena suerte y vida próspera en el matrimonio.

d) Los padrinos le dan al novio una cajita de monedas, llamadas ARRAS y él, a su vez, se las da a la novia. Las monedas representan la prosperidad que la pareja encontrará en su vida futura.

Estos son los puntos más importantes y diferentes de una boda mexicana. Después de esta ceremonia los novios (married couple) van a una gran fiesta que han preparado para todos los invitados.

Nota: Los novios en México significa boyfriend and girlfriend but also a married couple.


La Ceremonia de la Boda  
Hoja de Trabajo

I. Contesta las siguientes preguntas.

1. Explain why most Mexican couples celebrate two wedding ceremonies.

2. Describe at least two unique traditions in the Mexican church wedding:
La Fiesta de la Boda

Cuando los mexicanos celebran una boda, dan una fiesta muy divertida. La fiesta mexicana incluye unas tradiciones distintas de las que se usan en las fiestas estadounidenses.

En México, no sólo tiran el ramo y la liga, sino también la corbata del novio. Luego, hay un baile en que el novio y la novia se ponen de pie sobre las sillas. El novio levanta la cola del vestido de la novia (¡Claro que hay otro vestido debajo!) y una fila de muchachas baila alrededor de las sillas y pasan por debajo de la cola de la novia, lo que significa que las chicas solteras se casarán pronto. Cuando ellas terminan, les toca a los muchachos hacer lo mismo y tratan de tirar a las parejas de las sillas. Mientras tanto, otros dos muchachos apoyan a los novios para que no se caigan.

Otra tradición es cuando avientan al novio al aire. Esto lo hacen unas cinco veces o más. Después cargan al novio mientras el pincha discos (DJ) pone el disco de la marcha fúnebre y los muchachos lo llevan en una “procesión del difunto”. La procesión simboliza la muerte de la soltería (singlehood) del novio.

Los mexicanos tienen otra costumbre muy interesante. En lugar del “baile del dólar” (dollar dance), ellos colocan el dinero en la camisa del novio con un alfiler (pin) y luego la firman. Mientras tanto, la novia y la madrina pasan el zapato de novia y la gente pone dinero en él.

Esta fiesta dura seis horas pero en realidad uno nunca sabe cuando va a terminar la fiesta; es decir, se termina cuando el último invitado decide irse. ¡Todo el mundo está invitado a esta gran fiesta desde niños hasta abuelos, amigos, etc.!
La Fiesta de la Boda

I. Answer the following questions:

1. Which part of the wedding reception is the closest Mexican equivalent to our “dollar dance”?

2. Which part of the reception symbolizes the “death” of bachelorhood?

3. Describe at least 2 unique aspects of the wedding reception that have not been mentioned above.
Sylvania
Señor: tú lo pusiste en mi camino
me entregaste su amor, permitiste que
lo amara.
Hoy que bendices nuestra unión
permítame ser la esposa comprensiva
y amorosa que él necesita.

Christopher
Señor: después de mucho buscarla
encontré en ella el amor, la ternura
y la ilusión. Ayúdame a ser digno
de su amor. Quiero ser para ella el
esposo que merece.

Los dos buscaremos juntos la comprensión y la felicidad
queremos hacerles participes de nuestra dicha el día
27 de Diciembre a las 19:30 hrs., en la Parroquia
Immaculada Concepción, Calle Manuel Gutiérrez Zamora
y Rivera No. 470, Col. Las Aguilas

Nuestros Padres
Francisco Medina Montes de Oca
Celia Medina Montes de Oca

Terrance Dooher
Joan Bintz

Nuestros Padrinos
Francisco Medina Reyes
Celia Medina Montes de Oca

México, D.F., 1991
La Invitación para la Boda

I. Analice Ud. esta invitación de una boda mexicana.

   1. ¿Es la invitación para una ceremonia religiosa o una ceremonia civil (el juez)?

   2. Compárese la invitación a otras que has visto en los Estados Unidos y las diferencias que han llamado su atención.

OJO: Profesor(a) este cuestionario es para nivel avanzado.
La Invitación para la Boda

I. Answer the following questions about this Mexican wedding invitation.

1. What was the date of the ceremony?

2. At what time of day was the ceremony?

3. Write the first name of the bride and of the groom:

4. What is the name of the city where they had the ceremony?

5. What is the church's address?

6. Write the names of the fathers of the bride and the groom:

7. Compare this invitation to others that you may have seen in the USA. What differences do you notice?

OJO: Profesor(a) este cuestionario es para nivel básico.
**House and Home**

**NYS TOPIC #2**

General goal: To socialize, provide and obtain information about facts, needs and opinions pertaining to types of lodging and their components.

<table>
<thead>
<tr>
<th>Standard 1 Communication Skills</th>
<th>Standard 2 Cultural Understanding</th>
<th>Sample Performance Indicators Ways in which students may demonstrate they have met the standard:</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socializing</td>
<td>Perceptions</td>
<td>Students will design either their current or ideal house plan. Then students will make an oral presentation describing their house to the class. (Student may tell what is his/her favorite room in the house and why.)</td>
<td>VOCES Y</td>
<td>tener ganas de . . .</td>
</tr>
<tr>
<td>Providing/Acquiring Information</td>
<td>Gestures</td>
<td>Students can: ask/tell where they live.</td>
<td>VISTAS</td>
<td>tener que . .</td>
</tr>
<tr>
<td></td>
<td>Family &amp; Community</td>
<td>Students can: tell the type of lodging where they live (house or apartment).</td>
<td>Capitulo 6</td>
<td>tampoco</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students can: state rooms of the house.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Students can: tell if there is a garden and a garage.</td>
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<tr>
<td></td>
<td></td>
<td>Students can: discuss use of rooms.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Students can: describe furnishing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students can: discuss likes/dislikes about where they live.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students can: persuading reasons as to what type of lodging is best (house or apartment).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- adjectivos posesivos
- números ordinales

**Resources**
- el apartamento
- el dormitorio
- la cama
- la cómoda
- el baño
- el inodoro/el retrete
- el lavabo
- la bañera/la ducha
- el garaje
- el patio
- el piso
- la planta baja
- la planta baja
- el primer (segundo, tercer) piso

**Vocabulary**
- tener ganas de . . .
- tener que . .
- tampoco
- ayudar
- lavar/limpiar
cuidar a los niños
dar de comer a . . .

**Structure:**
- los números ordinales
- los adverbios

---
el apartamento
e la casa
e el dormitorio
la cama
la cómoda
el baño
el inodoro/el retrete
el lavabo
la bañera/la ducha
el garaje
el patio
el piso
la planta baja
el primer (segundo, tercer) piso

---
mi(s), tu(s), su(s)
nuestro(s)
cómodo, -a
incómodo, -a
sucio, -a
limpio, -a

---
la sala
el sofá
la lámpara
el comedor
la mesa
la silla
la cocina
la estufa
el refrigerador
el fregadero
House and Home

NYS TOPIC #2
General goal: To socialize, provide and obtain information about facts, needs and opinions pertaining to types of lodging and their components.

PERFORMANCE TASKS for SPEAKING

Conversation Situations

- [Teacher initiates] Your mother is going to buy a new home. Discuss with her what kind of home you would like her to buy.
- [Teacher initiates] You are on the phone placing a classified advertisement to sell your house. Tell the clerk what you want in the ad.
- [Student initiates] You have just won the lottery and want to buy your family their dream home. Tell your real estate agent what kind of house you are looking for.
- [Teacher initiates] I am your friend. I have a birthday present hidden for you at my home. Try to find out where it is. I will start the conversation.
## Education

### NYS TOPIC #9
General goal: To socialize, provide and obtain information about secondary school organization, subjects and school life.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Skills</strong></td>
<td><strong>Cultural Understanding</strong></td>
<td><strong>Ways in which students may demonstrate they have met the standard:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Socializing</strong></td>
<td><strong>Perceptions</strong></td>
<td>Students make a poster labeling classroom objects.</td>
<td>VOCES Y VISTAS Capítulo 7</td>
<td>el colegio, la materia/la asignatura, la nota, el horario, la sala de clase, el gimnasio, la cafetería, el laboratorio, el arte, Las ciencias, la educación física, el inglés, el francés, el español, las matemáticas, los estudios sociales, aprender, asistir a, borrar, comprender, escribir, enseñar, sacar una buena (mala) nota, salir bien (mal), tener razón, ¿A qué hora sales de casa?, de la escuela?, Yo salgo...</td>
</tr>
<tr>
<td><strong>Providing/Acquiring Information</strong></td>
<td><strong>Students can:</strong></td>
<td>Make a class schedule for a visiting students (use schedule template provided with the supplemental materials on this section).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Students can:</strong></td>
<td>Write to a pen pal about school.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Students can:</strong></td>
<td>Students will prepare a short dialogue about their current schedules for presentation to classmates. Each member of the group must speak five times—either asking a question, giving information, or supporting the opinion of a friend. Students need to be aware of the subject, time of class, name of the teacher and how do they feel about the class and why. (Expressions: I like... , I love... , I hate... , I dislike... , It is great... , It is boring... , school subjects... , telling time... )</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expressing Personal Feelings/Opinions</strong></td>
<td><strong>Folklore</strong></td>
<td>Students can:</td>
<td>Key pals Club International <a href="http://www.worldkids.com/clubs/kci/first1.html">http://www.worldkids.com/clubs/kci/first1.html</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Students can:</strong></td>
<td>- ask/tell about school and its major subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Students can:</strong></td>
<td>- name major subjects</td>
<td></td>
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<tr>
<td></td>
<td><strong>Students can:</strong></td>
<td>- talk about times as it relates to the school day (I go to school at... )</td>
<td></td>
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</tr>
<tr>
<td><strong>Persuading</strong></td>
<td><strong>Family &amp; Community</strong></td>
<td>Students can:</td>
<td></td>
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<tr>
<td></td>
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<td>Students make a poster labeling classroom objects.</td>
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<td></td>
<td><strong>Students can:</strong></td>
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<tr>
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<td><strong>Students can:</strong></td>
<td>- ask/tell about school and its major subjects</td>
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<tr>
<td></td>
<td><strong>Students can:</strong></td>
<td>- name major subjects</td>
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<tr>
<td></td>
<td><strong>Students can:</strong></td>
<td>- talk about times as it relates to the school day (I go to school at... )</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Resources:**
- VOCES Y VISTAS Capítulo 7

**Vocabulary:**
- ausente
- presente
- flojo, -a
- listo, -a
- preparado, -a
- fuerte
- correcto, -a
- difícil
- fácil
- favorito, -a
- nadie
- la página
- la frase
- la respuesta
- el examen
- todo
- ¡ojalá!

**Structure:**
- pronombres: conmigo/ contigo
- mi/ti
- nadie
- todos (as)
- Optional Vocabulary
- terminar
- repasar
- usar

**Vocabulary:**
- el capítulo
- la lección
- el álgebra
- la biología
- la física
- la geometría
NYS TOPIC #9
General goal: To socialize, provide and obtain information about secondary school organization, subjects and school life.

PERFORMANCE TASKS for SPEAKING

<table>
<thead>
<tr>
<th>Conversation Situations</th>
<th>SUPPLEMENTAL MATERIALS</th>
<th>NOTES TO THE TEACHER</th>
<th>EVALUATION &amp; RUBRICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Student initiates] I am a Spanish-speaking exchange student visiting your school. We are going to spend the day together. We discuss what we are going to do.</td>
<td>schedule template (next page)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Teacher initiates] I am a student at your school and we are discussing what classes we have and our opinions of our classes.</td>
<td></td>
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</tr>
<tr>
<td>[Teacher initiates] I am your parent and we are discussing what time you are going to school and your different classes.</td>
<td></td>
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<tr>
<td>[Teacher initiates] I am a relative. You stop by my house on the way home from school. We talk about what you do in school.</td>
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<td></td>
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<tr>
<td>No.</td>
<td>Período</td>
<td>Lunes</td>
<td>Martes</td>
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</tr>
</tbody>
</table>
# Meal Taking / Food / Drink

**NYS TOPIC #7**

General goal: To socialize, obtain and provide information about food and drinks.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Skills</strong></td>
<td><strong>Cultural Understanding</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Socializing</strong></td>
<td><strong>Perceptions</strong></td>
<td>Students make menus, write and video tape restaurant skits.</td>
<td>Review of 1B + la carne</td>
<td>Mi _____ favorito, -a es _____</td>
</tr>
<tr>
<td>Students can:</td>
<td>- differences of meals between Hispanic countries (it is not the same)</td>
<td>Students will bring a Hispanic dish and share recipe with class (in Spanish).</td>
<td></td>
<td>el mercado</td>
</tr>
<tr>
<td>• ask/tell about their food tastes</td>
<td>- Hispanic food</td>
<td>Students create and label a food collage.</td>
<td></td>
<td>la cuenta</td>
</tr>
<tr>
<td></td>
<td>- meal times</td>
<td></td>
<td></td>
<td>la propina</td>
</tr>
<tr>
<td>Providing/Acquiring Information</td>
<td><strong>Gestures</strong></td>
<td></td>
<td></td>
<td>el camarero</td>
</tr>
<tr>
<td>Students can:</td>
<td></td>
<td></td>
<td></td>
<td>comer</td>
</tr>
<tr>
<td>• identify basic foods</td>
<td></td>
<td></td>
<td></td>
<td>beber</td>
</tr>
<tr>
<td>• be familiar with names of fast foods</td>
<td></td>
<td></td>
<td></td>
<td>debajo de</td>
</tr>
<tr>
<td>• name the meals</td>
<td></td>
<td></td>
<td></td>
<td>sobre</td>
</tr>
<tr>
<td></td>
<td><strong>Folklore</strong></td>
<td></td>
<td></td>
<td>flor</td>
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<tr>
<td></td>
<td><strong>Family &amp; Community</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressing Personal Feelings/Opinions</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students can:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• tell what foods they like or dislike</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Persuading**

**Perceptions**

- differences of meals between Hispanic countries (it is not the same)
- Hispanic food
- meal times

**Resources**

- VOCES Y VISTAS Capítulo 8
- Trip to a restaurant (Chi-Chi’s)
- Video on Hispanic food and how to prepare.

**Vocabulary**

- el desayuno
- el pan tostado
- el huevo
- la mermelada
- el azúcar
- el almuerzo
- la sopa
- la naranja
- la manzana
- el plátano
- el té
- el café
- el agua
- el jugo de...
- el chocolate
- el postre
- el pastel
- la verdura
- la zanahoria
- la cebolla
- la lechuga
- los frijoles
- el arroz
- los guisantes
- el tomate
- el maíz
- las papas
- la carne
- el pavo
- el pollo
- la chueta
- el bistec
- el pescado
- el tocino
- la fruta
- el limón
- la naranja
- la manzana
- el plátano
- el té
- el café
- el agua
- el jugo de...
- el chocolate
- el postre
- el pastel
- la verdura
- la zanahoria
- la cebolla
- la lechuga
- los frijoles
- el arroz
- los guisantes
- el tomate
- el maíz
- las papas
- la carnicería
- la panadería
- el supermercado

**Structure**

- tener + _____
- hambre
- sed
- calor
- frío
- sueño
- miedo

**Resources**

- Review of 1B +
- el pavo
- el pollo
- la chueta
- el bistec
- el pescado
- el tocino
- la fruta
- el limón
- la naranja
- la manzana
- el plátano
- el té
- el café
- el agua
- el jugo de...
- el chocolate
- el postre
- el pastel
- la verdura
- la zanahoria
- la cebolla
- la lechuga
- los frijoles
- el arroz
- los guisantes
- el tomate
- el maíz
- las papas

**Vocabulary**

- el mercado
- la cuenta
- la propina
- el camarero
- comer
- beber
- debajo de
- sobre
- flor
- sopa de elote
- frijoles refritos
- guacamole
- tamales
- arroz con pollo
- huevos rancheros
- tortillas
- chiles rellenos
- buñuelos
- salsa
- burritos
- tacos
- mole
- gazpacho
- café con leche
- pan dulce

**Resources**

- Review of 1B +
- el pavo
- el pollo
- la chueta
- el bistec
- el pescado
- el tocino
- la fruta
- el limón
- la naranja
- la manzana
- el plátano
- el té
- el café
- el agua
- el jugo de...
- el chocolate
- el postre
- el pastel
- la verdura
- la zanahoria
- la cebolla
- la lechuga
- los frijoles
- el arroz
- los guisantes
- el tomate
- el maíz
- las papas

**Vocabulary**

- el mercado
- la cuenta
- la propina
- el camarero
- comer
- beber
- debajo de
- sobre
- flor
- sopa de elote
- frijoles refritos
- guacamole
- tamales
- arroz con pollo
- huevos rancheros
- tortillas
- chiles rellenos
- buñuelos
- salsa
- burritos
- tacos
- mole
- gazpacho
- café con leche
- pan dulce

**Structure**

- tener + _____
- hambre
- sed
- calor
- frío
- sueño
- miedo
Meal Taking / Food / Drink

NYS TOPIC #7
General goal: To socialize, obtain and provide information about food and drinks.

PERFORMANCE TASKS for SPEAKING             SUPPLEMENTAL MATERIALS             NOTES TO THE TEACHER             EVALUATION & RUBRICS
Conversations

- [Teacher initiates] I am an exchange student from a Spanish-speaking country and we are discussing foods we like.
- [Teacher initiates] I am a waiter in a restaurant and I am taking your order.
- [Student initiates] You are my best friend and we are having a party. We are going to discuss foods we will have at the party.
- [Student initiates] I am your friend. We are making plans to go to a restaurant.
Leisure

NYS TOPIC #11

General goal: To socialize, provide and obtain information about recreation, hobbies, pastimes or after school activities.

Standard 1 Communication Skills

Socializing
Students can:
• Ask/tell about their main interests

Providing/Acquiring Information
Students can:
• Ask/tell about their main interests, pastimes, favorite shows, vacation activities, after-school activities

Expressing Personal Feelings/Opinions
Students can:
• Provide opinions on recreational / favorite events

Standard 2 Cultural Understanding

Perceptions
Popularity of soccer

Folklore
Family & Community
Role and importance of group/family activities

Persuading

Sample Performance Indicators
Ways in which students may demonstrate they have met the standard:

Socializing
Make a poster of their favorite sports player, singer, actor, etc.; write sentences / give an oral report.

Providing/Acquiring Information
Write and present a skit on leisure activities.

Expressing Personal Feelings/Opinions
Keep a log of daily activities for several days.

Resources

VOCES Y VISTAS

Chapters 9, 11

Review 1B Vocabulary

Vocabulary
jugar a
los naipes
los deportes

(review of IB)
el equipo
el jugador

VOCES Y VISTAS

Ver
la película
romántica
musical
policíaca
cómica
de ciencia ficción
del oeste
de terror
en colores
en blanco y negro
la televisión
los deportes
las noticias
el programa
los dibujos animados
el anuncio comercial

leer
el libro
la revista
el periódico
la carta
escuchar
discos (compactos)
la radio
cintas

Structure:
All forms of: preferir leer jugar
Leisure

NYS TOPIC #11
General goal: To socialize and obtain information about recreation, hobbies, pastimes or after school activities.

PERFORMANCE TASKS for SPEAKING  SUPPLEMENTAL MATERIALS  NOTES TO THE TEACHER  EVALUATION & RUBRICS

Conversation Situations

• [Teacher Initiates] I am your friend. We are at a soccer game in (country). I will start the conversation.
• [Student Initiates] I am your friend. You have invited me to your home to watch television. We will discuss which show to watch. You start the conversation.
• [Teacher Initiates] I am your pen pal and you are spending the summer at my home. We are discussing plans for the summer. I will start by telling you what we could do.
• [Student Initiates] I am your friend. You want me to spend the weekend with your family. Invite me and we will talk about the details. You start the conversation.
• [Student Initiates] I am your friend. You are going to talk about going to a sports event this weekend. You start the conversation.
• [Teacher Initiates] I am an exchange student in your school. I am interested in participating in after-school activities and I would like some information. I will start the conversation.
• [Student Initiates] I am your friend. You have just heard me mention a sports event that will be shown on television tonight. You want to know more about this event. You start the conversation.

• [Teacher Initiates] I am your friend. We are discussing movies. I will start by telling you what kind of movies I like. You tell me what you think of that kind of movie.

• [Teacher Initiates] I am your pen pal from (country). I am visiting you during summer vacation. I want to find out what we are going to do for the next few days. I will start the conversation.

• [Teacher Initiates] I am a visitor from (country) and I am conducting a survey to find out about the favorite television programs of American teenagers. I will start by asking you what your favorite program is. Then we will talk about it.
### Profession

#### NYS TOPIC #10 – EARNING A LIVING

General goal: To socialize, provide and obtain information about occupations.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Sample Performance Indicators Ways in which students may demonstrate they have met the standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Cultural Understanding</td>
<td>Fill out a job application in Spanish. Play Concentration game using the names of professions matching Spanish words.</td>
</tr>
<tr>
<td>Socializing</td>
<td>Perceptions</td>
<td>Invite a guest speaker whose career involves the use of Spanish.</td>
</tr>
<tr>
<td>Students can:</td>
<td>Job advantages from knowing another language / culture</td>
<td>Teacher-made materials</td>
</tr>
<tr>
<td>• Ask/tell about main occupations</td>
<td></td>
<td>Fill out a job application in Spanish.</td>
</tr>
<tr>
<td>Providing/Acquiring Information</td>
<td>Folklore</td>
<td>Play Concentration game using the names of professions matching Spanish words with English words.</td>
</tr>
<tr>
<td>Students can:</td>
<td></td>
<td>Play Bingo.</td>
</tr>
<tr>
<td>• Ask/tell about types of careers</td>
<td>Family &amp; Community</td>
<td>Role-play in job interview situations.</td>
</tr>
<tr>
<td>Expressing Personal Feelings/Opinions</td>
<td></td>
<td>Make posters of careers they are considering; write sentences, give oral report.</td>
</tr>
<tr>
<td>Persuading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Resources**

- Teacher-made materials
- Play Concentration game using the names of professions matching Spanish words with English words.
- Play Bingo.
- Role-play in job interview situations.
- Make posters of careers they are considering; write sentences, give oral report.

**Vocabulary**

- el policía
- el juez
- el abogado
- el aeromozo
- el piloto
- el agente de viajes
- el dentista
- el enfermero
- el veterinario
- el médico
- el farmacéutico
- el actor, la actriz
- el cantante
- el artista
- el músico
- el escritor
- el fotógrafo
- ¿Qué quieres ser?

- el secretario
- el vendedor
- el gerente
- el trabajador
- el locutor
- el periodista
- el camarero
- el maestro
- el profesor
- el arquitecto
- el plomero
- el mecánico
- el peluquero
- el electricista
- el bombero
- el cartero
- ¿Dónde trabaja?
- ¿Quién trabaja en …?
[Teacher Initiates] I am your friend. We are talking about your immediate and extended family and I would like to know about their occupations. I will start the conversation.
## NYS TOPIC #8

General goal: To socialize, provide and obtain information about facts, feelings and needs. To be able to describe parts of the body, illnesses and accidents.

<table>
<thead>
<tr>
<th>Standard 1 Communication Skills</th>
<th>Standard 2 Cultural Understanding</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socializing</td>
<td>Perceptions</td>
<td>Ways in which students may demonstrate they have met the standard:</td>
<td>VOCES Y</td>
<td>la cabeza</td>
</tr>
<tr>
<td>Students can:</td>
<td>Practice of home remedies</td>
<td>“Simon dice”</td>
<td>VISTAS</td>
<td>el ojo</td>
</tr>
<tr>
<td>• Ask/tell about sizes, weight and illnesses</td>
<td>Toes/fingers</td>
<td>Design their own monster with at least 15 different body parts.</td>
<td>Capítulo 16</td>
<td>la nariz</td>
</tr>
<tr>
<td>Providing/Acquiring Information</td>
<td>Gestures</td>
<td>(Figures may be drawn on a collage or photos for labeling purposes.)</td>
<td></td>
<td>la boca</td>
</tr>
<tr>
<td>Students can:</td>
<td>Folklore</td>
<td>Label and/or describe it.</td>
<td></td>
<td>los dientes</td>
</tr>
<tr>
<td>• Tell how they are feeling</td>
<td>Family &amp; Community</td>
<td>Teacher gives verbal description of a monster and students draw it.</td>
<td></td>
<td>el pelo</td>
</tr>
<tr>
<td>• Ask/tell physical description (sizes, weight)</td>
<td></td>
<td></td>
<td></td>
<td>el cuerpo</td>
</tr>
<tr>
<td>Expressing Personal Feelings/Opinions</td>
<td></td>
<td></td>
<td></td>
<td>el brazo</td>
</tr>
<tr>
<td>Persuading</td>
<td></td>
<td></td>
<td></td>
<td>la pierna</td>
</tr>
</tbody>
</table>

- Structure: Tener + body + adj.  
- ¿Qué te duele(n)…?  
- Me duele(n)…  
- ¿Cuánto mides?  
- Yo miro un metro y ___ centímetros.  
- ¿Cuánto pesas?  
- Yo peso ___ kilos.
The Body / Health and Welfare

NYS TOPIC #8
General goal: To socialize, provide and obtain information about facts, feelings and needs. To be able to describe parts of the body, illnesses and accidents.

PERFORMANCE TASKS for SPEAKING

SUPPLEMENTAL MATERIALS

NOTES TO THE TEACHER

EVALUATION & RUBRICS

Conversation Situations

• [Student Initiates] You are visiting a Spanish-speaking country. You are not feeling well and have come into a pharmacy to buy some medicine. I am the pharmacist who will help you.
• [Student Initiates] I am a doctor. You do not feel well and have come to my office.
• [Teacher Initiates] I am your friend. We are at the pool and suddenly you do not feel well.
• [Teacher Initiates] I am your friend. I am ill and you are visiting me. You will try to figure out what is wrong with me.
Spanish II
# Topics by Course

## Spanish II

### NYS Topics

<table>
<thead>
<tr>
<th>Category</th>
<th>Topics</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal ID</td>
<td>Nationality</td>
<td>Chapter 1, Chapter 6</td>
</tr>
<tr>
<td>Physical Description</td>
<td>Body Shapes, Color of Hair</td>
<td>Chapter 9, Chapter 7</td>
</tr>
<tr>
<td>Psychological Characteristics</td>
<td>Character, Personality Types</td>
<td>Chapter 2, Chapter 3, Chapter 5</td>
</tr>
<tr>
<td>House and Home</td>
<td>Household &amp; Kitchen</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Family Life</td>
<td>Teacher-made materials, Review from IC</td>
<td></td>
</tr>
<tr>
<td>Community / Neighborhood</td>
<td>Types of Stores, Shopping, Entertainment Facilities</td>
<td>Chapter 7, Chapter 3, Chapter 4</td>
</tr>
<tr>
<td>Physical Environment</td>
<td>Classroom Objects</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Small Town, Suburbia, Village, Country, Geography</td>
<td>Chapters 1 &amp; 6</td>
</tr>
<tr>
<td>Quality of Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities for Recreation</td>
<td>Sports, ir al cine</td>
<td>Chapter 5, Chapter 5</td>
</tr>
<tr>
<td>Meal Taking / Food / Drink</td>
<td>Regional/National Specialties, Drinks</td>
<td>Chapters 4 &amp; 9</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Chapter</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Health and Welfare</td>
<td>The pharmacy, going to the doctor, how do you feel?</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Education</td>
<td>Classroom items, schedules, subject</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Leisure</td>
<td>The Fair, Camping</td>
<td>Chapter 3, Chapter 4</td>
</tr>
<tr>
<td>Shopping</td>
<td>Clothing, prices, shopping mall, stores, beauty shop</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Travel</td>
<td>Train travel, hotel</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Total Points / Section</td>
<td>Number of Questions</td>
<td>Types of Questions</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>10 points Culture</td>
<td>1 or more Tasks</td>
<td>Performance tasks relating to the Standard for Culture</td>
</tr>
<tr>
<td>24 points Speaking</td>
<td>10 points</td>
<td>Classroom Assessment</td>
</tr>
<tr>
<td></td>
<td>14 points</td>
<td>Actual Speaking Tasks</td>
</tr>
<tr>
<td></td>
<td>2 conversations</td>
<td>Socializing, Provided/OBTAINING Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expressing Personal Feelings, Persuading</td>
</tr>
<tr>
<td>26 points Listening</td>
<td>26 questions</td>
<td>Various types of questions:</td>
</tr>
<tr>
<td></td>
<td>1 point each</td>
<td>Question/answer, Short paragraph, Pictures</td>
</tr>
<tr>
<td>30 points Reading</td>
<td>60 questions</td>
<td>Pictures/Cartoons, Cloze, Paragraphs, Advertisements</td>
</tr>
<tr>
<td></td>
<td>½ point each</td>
<td></td>
</tr>
<tr>
<td>10 points Writing</td>
<td>2 writing tasks</td>
<td>Letters, Notes, Postcard</td>
</tr>
<tr>
<td></td>
<td>5 points each</td>
<td></td>
</tr>
<tr>
<td>100 points TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Personal Identification Nationality

NYS TOPIC #1
General goal: To provide and obtain information about place of origin.

<table>
<thead>
<tr>
<th>Standard 1 Communication Skills</th>
<th>Standard 2 Cultural Understanding</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Socializing</strong></td>
<td><strong>Providing/Acquiring Information</strong></td>
<td>Ways in which students may demonstrate they have met the standard:</td>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td>Socializing ▪ Students can talk about different Hispanic countries</td>
<td>Socializing ▪ Students can talk about different Hispanic countries</td>
<td><strong>Perceptions</strong> ▪ Long history of Hispanics and their influence in the USA. Contributions of the Spanish language in the naming of States, cities, foods, etc. ▪ Nonexistence of hyphenated identity in Hispanic countries vs. USA i.e.: Italian-American. A person born in Mexico is Mexican does not matter his/her racial origin.</td>
<td><strong>Pasos y Fuentes</strong></td>
</tr>
<tr>
<td><strong>Expression Personal Feelings/Opinions</strong></td>
<td><strong>Expression Personal Feelings/Opinions</strong></td>
<td>▪ Students will pick a Hispanic country and pretend they were born there. Students have a conversation inquiring about their nationality and/or city of origin.</td>
<td><strong>Capítulo 1</strong></td>
</tr>
<tr>
<td>Expression Personal Feelings/Opinions ▪ Students can: ▪ Tell likes/dislikes about a particular Hispanic country</td>
<td>Expression Personal Feelings/Opinions ▪ Students can: ▪ Tell likes/dislikes about a particular Hispanic country</td>
<td>▪ Students find maps/information on countries from internet and do reports on their country.</td>
<td><strong>Review Spanish I Vocabulary</strong></td>
</tr>
<tr>
<td><strong>Persuading</strong></td>
<td><strong>Persuading</strong></td>
<td>▪ Based on their information students will tell likes and dislikes about their chosen country.</td>
<td><strong>la América Latina</strong></td>
</tr>
<tr>
<td>Persuading</td>
<td>Persuading</td>
<td></td>
<td><strong>la América del Norte</strong></td>
</tr>
<tr>
<td>Persuading</td>
<td>Persuading</td>
<td></td>
<td><strong>México</strong></td>
</tr>
<tr>
<td>Persuading</td>
<td>Persuading</td>
<td></td>
<td><strong>Estados Unidos</strong></td>
</tr>
<tr>
<td>Persuading</td>
<td>Persuading</td>
<td></td>
<td><strong>el Canadá</strong></td>
</tr>
<tr>
<td>Persuading</td>
<td>Persuading</td>
<td></td>
<td><strong>la América del Sur</strong></td>
</tr>
<tr>
<td>Persuading</td>
<td>Persuading</td>
<td></td>
<td><strong>la América Central</strong></td>
</tr>
<tr>
<td>Persuading</td>
<td>Persuading</td>
<td></td>
<td><strong>el Caribe</strong></td>
</tr>
<tr>
<td>Persuading</td>
<td>Persuading</td>
<td></td>
<td><strong>Cuba</strong></td>
</tr>
<tr>
<td>Persuading</td>
<td>Persuading</td>
<td></td>
<td><strong>Puerto Rico</strong></td>
</tr>
<tr>
<td>Persuading</td>
<td>Persuading</td>
<td></td>
<td><strong>La República</strong></td>
</tr>
<tr>
<td>Persuading</td>
<td>Persuading</td>
<td></td>
<td><strong>Dominicana</strong></td>
</tr>
<tr>
<td>Persuading</td>
<td>Persuading</td>
<td></td>
<td><strong>España</strong></td>
</tr>
</tbody>
</table>
1. **Personal Identification Nationality**  

| Standard 1 | Communication Skills |
| Standard 2 | Cultural Understanding |
| Sample Performance Indicators | Ways in which students may demonstrate they have met the standard: |
| Resources | Vocabulary |

*Review Spanish I Vocabulary – Continued*

- latinoamericano, —a
- mexicano, —a
- norteamericano, —a
- centroamericano, —a
- cubano, —a
- puertorriqueño, —a
- español, —a

*Review Structure*

- Noun/ adjective agreement
- ser de
- ¿De qué país . . .?
- ¿De dónde . . .?
[Student Initiates] I am a student from (country). I am visiting your class. You want to find out some things about my country. You start the conversation.

[Student Initiates] I am your friend. I have been absent for a week and now we have a new teacher at school. Tell me about that teacher. You start the conversation.
2. Education

NYS TOPIC #9
General goal: To socialize, persuade, provide and obtain information about secondary school organization, subjects and school life.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Cultural Understanding</td>
<td>Ways in which students may demonstrate they have met the standard:</td>
<td>PASOS Y PUENTES Capítulo 1</td>
<td>Review vocabulary on classroom objects.</td>
</tr>
<tr>
<td>Socializing</td>
<td>Perceptions</td>
<td>Students make school schedules in Spanish and talk with classmates about their likes/dislikes about their schedules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students can:</td>
<td>— Differences between U.S. and Latin American high schools</td>
<td></td>
<td></td>
<td>el uniforme</td>
</tr>
<tr>
<td>• Tell their schedule to a friend</td>
<td>— Contributions of the Spanish language in the naming of U.S. states, foods, etc.</td>
<td></td>
<td></td>
<td>el apunte</td>
</tr>
<tr>
<td>• Request materials needed for class</td>
<td>— Value of education and educators in Spanish-speaking countries</td>
<td></td>
<td></td>
<td>la biografía</td>
</tr>
<tr>
<td>Providing/Acquiring Information</td>
<td>— 1-10 Mexican grading scale</td>
<td></td>
<td></td>
<td>la composición / las composiciones</td>
</tr>
<tr>
<td>Students can:</td>
<td>— use of vosotros with classmates / peers in Spain</td>
<td></td>
<td></td>
<td>el tema</td>
</tr>
<tr>
<td>• Name current courses or courses studied in the past</td>
<td>— Usage of vos instead of tú in some central and South American countries</td>
<td></td>
<td></td>
<td>el repaso</td>
</tr>
<tr>
<td>• Discuss the events of their school day</td>
<td></td>
<td></td>
<td></td>
<td>la historia</td>
</tr>
<tr>
<td>• Relay the location and name of their school</td>
<td></td>
<td></td>
<td></td>
<td>el idioma</td>
</tr>
<tr>
<td>Expression Personal Feelings/Opinions</td>
<td>Gestures</td>
<td></td>
<td></td>
<td>la calculadora</td>
</tr>
<tr>
<td>Students can:</td>
<td></td>
<td></td>
<td></td>
<td>la máquina de escribir</td>
</tr>
<tr>
<td>• Indicate their favorite and least favorite class and tell the reason why</td>
<td>Folklore</td>
<td></td>
<td></td>
<td>el diccionario</td>
</tr>
<tr>
<td></td>
<td>Family &amp; Community</td>
<td></td>
<td></td>
<td>la grapa</td>
</tr>
<tr>
<td>Persuading</td>
<td></td>
<td></td>
<td></td>
<td>la grapadora</td>
</tr>
<tr>
<td>Students can:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2. Education

<table>
<thead>
<tr>
<th>NYS TOPIC #9 —Continued</th>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td></td>
<td>Cultural Understanding</td>
<td>Ways in which students may demonstrate they have met the standard:</td>
<td></td>
</tr>
</tbody>
</table>

**Sample Performance Indicators**

Ways in which students may demonstrate they have met the standard:

**Resources**

**Vocabulary**

Continued

- el sujetapapeles / los sujetapapeles
- el proyector
- la diapositiva
- la pantalla
- admirar
- explicar
- dar
- ver
- escribir a máquina
- hacer una pregunta
- prestar atención
- quizás
- todavía no
- (no. . . todavía)

**Structures**

Introduce preterite of regular verbs

Uses of ser / estar

- Lo, la, los, las, le, les
PERFORMANCE TASKS for SPEAKING

[Student Initiates] I am a classmate. I was absent from school today. You stop by my house on the way home. We will talk about what we did today. You start the conversation.

[Student Initiates] I am a(n) (nationality) student visiting your school. We are going to spend the day together. We discuss what we are going to do. You start the conversation.

[Teacher Initiates] I am your friend from (country). I will be attending your school, and I want to know what school activities are available. I will start the conversation.

[Teacher Initiates] I am your (language) teacher. A guest will be visiting our class and I want to act as his/her host. We are going to discuss your plans for the day. I will start the conversation.

[Teacher Initiates] I am a teacher in a school in (country). You are an exchange student in my school. I notice that you have a problem. I will start the conversation.

[Student Initiates] I am your classmate. We have just received our report cards. We will talk about our grades. You start the conversation.
[Teacher Initiates] I am your Spanish teacher. I am checking notebooks and you do not have yours. Try to convince me to let you bring it tomorrow. I will start the conversation.

[Student Initiates] I am your Spanish teacher. You want to go on a field trip. Try to convince me to take the class on a field trip. You start the conversation.

[Student Initiates] I am your Spanish teacher. It is a beautiful spring day. You try to convince me to hold class outdoors. You will start the conversation.

[Student Initiates] I am your Spanish teacher. You want to leave class for a few minutes to do something important. Try to get my permission to leave. You start the conversation.

[Student Initiates] I am your friend. You are moving to a new school district. Tell me how you feel about that. You start the conversation.

[Teacher Initiates] I am a student from (country). I will tell you what I like about your school. You give me your opinion. I will start the conversation.
[Student Initiates] I am your friend. You are a member of a school club. Try to convince me to join the club. You start the conversation.

[Student Initiates] I am a classmate. You left your pen on my desk. You want to find out what happened to it. You start the conversation.

[Student Initiates] You are a new student in this school. I am the student sitting next to you in class. You want to know more about this school. You start the conversation.

[Teacher Initiates] I am a foreign teacher visiting your school. I am going to ask you about your school day. I will start the conversation.

[Student Initiates] I am your friend. I have been absent for a week and now we have a new teacher at school. Tell me about that teacher. You start the conversation.
[Teacher Initiates] I am your friend. I am ill and you are visiting me. I will start the conversation by asking you what is going on at school. You tell me what is happening.

[Student Initiates] I am a classmate. You left your pen on my desk. You want to find out what happened to it. You start the conversation.

[Student Initiates] You are a new student in this school. I am the student sitting next to you in class. You want to know more about this school. You start the conversation.

[Teacher Initiates] I am your Spanish teacher. I will start the conversation by telling you that I will give a test tomorrow. Try to convince me not to give it.

[Student Initiates] I am your friend. You want to stay after school today. Try to convince me to stay with you. You start the conversation.

[Teacher Initiates] I am your friend. I want to go to the movies. You want me to study with you for an important test. Try to convince me to say home and study with you. I will start the conversation.
### NYS TOPIC #4

**General Goal:** To socialize, provide and obtain information about the family.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Skills</strong></td>
<td><strong>Cultural Understanding</strong></td>
<td>Ways in which students may demonstrate they have met the standard:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socializing</td>
<td>Perceptions</td>
<td>• Students will write a letter or e-mail to a pen pal describing their family</td>
<td>Teacher made materials</td>
<td>Review topic from Spanish I Vocabulary Topic I 1C Curriculum</td>
</tr>
<tr>
<td>Students can introduce and/or talk about their family members.</td>
<td>• Respect for elders</td>
<td></td>
<td>Voces y Vistas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Changing trends in family life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing/Acquiring Information</td>
<td>Gestures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask – tell Family members (relationships)</td>
<td>Folklore</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressing Personal Feelings/Opinions</td>
<td>Family &amp; Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Persuading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Performance Tasks for Speaking

#### Conversation Situations

<table>
<thead>
<tr>
<th>Teacher Initiates</th>
<th>You are visiting (country). I am a (n) (nationality) teenager. We have just met. Tell me about your family. I will start the conversation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Initiates</td>
<td>I am your new neighbor from (country). We have just met and you would like to find out about me and my family. You start the conversation.</td>
</tr>
<tr>
<td>Teacher Initiates</td>
<td>I am your host parent in (country). We meet for the first time. You tell me about yourself and your family. I will start the conversation.</td>
</tr>
</tbody>
</table>

A quick review on this topic will suffice.
# House and Home

## NYS TOPIC #2

**General Goal:** To socialize, provide and obtain information about facts, needs and opinions about types of lodging, components and house chores.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Communication Skills</th>
<th>Standard 2</th>
<th>Cultural Understanding</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Socializing</strong></td>
<td>Students can</td>
<td><strong>Providing/Acquiring Information</strong></td>
<td>Discuss how household chores are divided within the home</td>
<td>Plan your dream house and describe it.</td>
<td>Pasos y Puentes</td>
<td>la casa</td>
</tr>
<tr>
<td></td>
<td>Describe their residence</td>
<td></td>
<td>Describe his/her room</td>
<td>Prepare a circular for a garage sale.</td>
<td>Capítulo 2</td>
<td>el aire acondicionado</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inquire about a friend’s room</td>
<td>Record a message for your housekeeper with the day’s instruction.</td>
<td></td>
<td>la aspiradora</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Describe the items in each room of the house</td>
<td>You have hired a housesitter during your vacation, give instructions.</td>
<td></td>
<td>el cordón / los cordones</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Play charades using the household chores commands.</td>
<td></td>
<td>el enchufe</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>la bombilla</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>la calefacción</td>
</tr>
<tr>
<td><strong>Expressing Personal Feelings/Opinions</strong></td>
<td>Students can:</td>
<td><strong>Discuss the differences between the styles/materials of the architecture</strong></td>
<td>Discuss the Arabic influence on the Spanish architecture</td>
<td></td>
<td></td>
<td>el césped</td>
</tr>
<tr>
<td></td>
<td>Tell his/her favorite or least favorite chore</td>
<td></td>
<td>Describe the Spanish language influence on American English</td>
<td></td>
<td></td>
<td>el cortacésped</td>
</tr>
<tr>
<td></td>
<td>List his/her favorite places in the house</td>
<td></td>
<td>Indicate the traditional roles of men and women in the U.S. and in Latin America</td>
<td></td>
<td></td>
<td>el pasillo</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Gestures</td>
<td></td>
<td>el sótano</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Folklore</strong></td>
<td></td>
<td>el suelo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Family &amp; Community</strong></td>
<td></td>
<td>el techo</td>
</tr>
</tbody>
</table>

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**Vocabulary**

- la casa
- el aire acondicionado
- la aspiradora
- el cordón / los cordones
- el enchufe
- la bombilla
- la calefacción
- el césped
- el cortacésped
- el pasillo
- el sótano
- el suelo
- el techo
- la cortina
- la lavadora
- el detergente
- la secadora
- la cocina
- el basurero
- la basura
- la escoba
- el fregadero
- el horno
- el lavaplatos

**Resources**

- Pasos y Puentes
- Capítulo 2
## 4. House and Home - Continued

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary</th>
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<td>Communication Skills</td>
<td>Cultural Understanding</td>
<td>Ways in which students may demonstrate they have met the standard:</td>
<td>Continued</td>
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<td>descompuesto,-a</td>
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<td>desordenado, -a</td>
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<td>eléctrico,-a</td>
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<td>ordenado. –a</td>
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<td>quemado, -a</td>
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<td>ahora mismo</td>
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<td>Feliz Cumpleaños</td>
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4. **House and Home - Continued**

<table>
<thead>
<tr>
<th>Standard 1</th>
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<tbody>
<tr>
<td>Communication Skills</td>
<td>Cultural Understanding</td>
<td><em>Ways in which students may demonstrate they have met the standard:</em></td>
<td></td>
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</tbody>
</table>

**Sample Performance Indicators**

Ways in which students may demonstrate they have met the standard:

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
</tr>
</tbody>
</table>

**Continued**

**Structures**

- aquel, aquella, aquellos, aquellas
- aquél, aquélla, aquéllos, aquéllas
- ése, -a, -os, -as
- éste, -a, -os, -as
- esto, eso, aquello
- tú forma of commands verbs o – ue
- hace... que

**Resources**

- Continue...
4. **House and Home - Continued**

**PERFORMANCE TASKS for SPEAKING**

**Conversation Situations**

[Teacher Initiates] I am your new classmate. I just moved into your neighborhood and we are talking about my new home. I will start the conversation.

[Student Initiates] I am your friend. You have a big job to do. Try to persuade me to help you. You start the conversation.

[Teacher Initiates] I am your neighbor and you have been babysitting for my children tonight. I come home and you tell me how everything is going. I will start the conversation.

[Teacher Initiates] I am your new neighbor who has just moved into the next house or apartment. I will start by introducing myself, and then we will talk about ourselves.

[Teacher Initiates] I am your friend. You were supposed to come to my home yesterday, but you forgot. I will start the conversation.
5. Leisure & Community/ Neighborhood

NYS topics #11 & 5

General goal: To socialize, persuade, provide and obtain information about leisure activities and recreational opportunities.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Cultural Understanding</td>
<td>Ways in which students may demonstrate they have met the standard:</td>
<td>PASOS Y</td>
<td>El parque de diversiones</td>
</tr>
<tr>
<td>Socializing</td>
<td></td>
<td>Students will create a carnival ad for one ride.</td>
<td>PUENTES</td>
<td>los patines (de rueda)</td>
</tr>
<tr>
<td>Students can:</td>
<td></td>
<td>Show a video about carnivals in the U. S. and abroad.</td>
<td>Capítulo 3 &amp; 4</td>
<td>el lugar</td>
</tr>
<tr>
<td>• Invite someone to an amusement park</td>
<td></td>
<td>Create a mask</td>
<td></td>
<td>la feria</td>
</tr>
<tr>
<td>• Talk about what one sees in an amusement park</td>
<td></td>
<td>Bring in popcorn popper and simulate the food court at the faire (home economics teacher may provide assistance).</td>
<td></td>
<td>la atracción, las atracciones</td>
</tr>
<tr>
<td>• Ask/tell where people go camping</td>
<td></td>
<td>Student write schedule of past weekend activities.</td>
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<td>el carrusel</td>
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<tr>
<td></td>
<td></td>
<td>Draw and describe your campground.</td>
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<td>la casa de los espejos</td>
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<td>Using items from home, simulate a campsite.</td>
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<td>la rueda de feria</td>
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<td></td>
<td>Plan a shopping trip to purchase camping equipment (use a budget).</td>
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<td>el espectáculo</td>
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<tr>
<td></td>
<td></td>
<td>Create an itinerary for your camping trip.</td>
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<td>la exposición de arte/las exposiciones de arte</td>
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<td></td>
<td>Write a letter to a pen pal relating the events of your camping trip.</td>
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<td>el cuadro</td>
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<td></td>
<td>Plan a barbecue and design invitations.</td>
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<td>el globo</td>
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<td></td>
<td>Investigate campsites in the southwest that relate to Mexican culture.</td>
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<td>la montaña rusa</td>
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<td>El parque de diversiones</td>
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<td>la montaña rusa</td>
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<tr>
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<td>el lugar</td>
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<td>la feria</td>
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<td></td>
<td>la atracción, las atracciones</td>
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<td>el carrusel</td>
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<td>la casa de los espejos</td>
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<td>la montaña rusa</td>
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<td>el puestlo</td>
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<td>el cacahuate/maní</td>
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<td>las palomitas</td>
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5. Leisure & Community/ Neighborhood

Continued

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</table>

*Persuading*

Students can:

- Persuade someone to go camping
- Persuade your grandmother to go on the roller coaster

<table>
<thead>
<tr>
<th>Resources</th>
<th>Vocabulary</th>
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<tbody>
<tr>
<td>asustar</td>
<td>entender</td>
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<td>olvidar</td>
<td>parar</td>
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<td>remar</td>
<td>patinar</td>
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<td>(sobre ruedas/sobre hielo)</td>
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<td>antes</td>
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<td>famoso,-a</td>
<td>flaco,-a</td>
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<td>gracioso,-a</td>
<td>gratis</td>
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<td>tanto</td>
<td>tímido,-a</td>
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<td>valiente</td>
<td>cambiar de idea</td>
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<td>dar un paseo</td>
<td>dar una vuelta</td>
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<td>hacer un picnic</td>
<td>jugar a los bolos</td>
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<td>pensar + review of</td>
<td>preferir</td>
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<td>Standard 1</td>
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## Leisure & Community/ Neighborhood

### Standard 1
Communication Skills

### Standard 2
Cultural Understanding

### Sample Performance Indicators

*Ways in which students may demonstrate they have met the standard:*

### Resources

### Vocabulary

- ir de pesca
- la piedra
- la colina
- el campamento
- el paisaje
- el pueblo
- el sendero
- el valle
- el rancho
- el campesino
- la campesina
- el ganado

### Structures

- verbs e – ie
- commands with lo, la, los, las, le, les
- comparatives
  - tan +adj./adv./+
  - como
- tanto noun +
  - como
- superlatives
  - introduce preterite of *ir*
[Teacher Initiates] I am your pen pal and you are spending the summer at my home. We are discussing plans for the summer. I will start by telling you what we could do.

[Student Initiates] I am your friend. You want me to spend the weekend with your family. Invite me and we will talk about the details. You start the conversation.

[Teacher Initiates] I am your friend. I am going to invite you to a concert, but you cannot go and will tell me why. I will start the conversation.

[Student Initiates] I am your friend. We are making plans for the weekend. You want to find out what I like to do. You start the conversation.

[Teacher Initiates] I am your pen pal from (country). I am you visiting you during summer vacation. I want to find out what we are going to do for the next few days. I will start the conversation.

[Student Initiates] I am an exchange student who has just arrived in your community. Tell me about your community. You start the conversation.
5. Leisure & Community/ Neighborhood

<table>
<thead>
<tr>
<th>PERFORMANCE TASKS for SPEAKING</th>
<th>SUPPLEMENTAL MATERIALS</th>
<th>NOTES TO THE TEACHER</th>
<th>EVALUATION &amp; RUBRICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation Situations</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>[Teacher Initiates] I am your friend. We are discussing movies. I will start by telling you what kind of movies I like. You tell me what you think of that kind of movie.</td>
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<tr>
<td>[Student Initiates] I am your friend. We are having lunch together. You tell me what you are planning to do for the weekend. You start the conversation.</td>
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<tr>
<td>[Teacher Initiates] I am your friend. We have not seen each other for a long time. We meet at a party. I will start the conversation to find out how you are and what you have been doing.</td>
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</tbody>
</table>
# 6. Meal Taking / Food Drink

**Spanish II**

**NYS topic #7**

General goal: To socialize, persuade, provide and obtain information about different types of food and drink.

<table>
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<tr>
<th>Standard 1</th>
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<th>Vocabulary</th>
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<tbody>
<tr>
<td><strong>Communication Skills</strong></td>
<td><strong>Cultural Understanding</strong></td>
<td>Ways in which students may demonstrate they have met the standard:</td>
<td>Pasos y Puentes</td>
<td>el aceite</td>
</tr>
<tr>
<td><strong>Socializing</strong></td>
<td><strong>Perceptions</strong></td>
<td>Students plan a picnic – label items</td>
<td>Capítulo 4</td>
<td>la aceituna</td>
</tr>
<tr>
<td><strong>Providing/Acquiring Information</strong></td>
<td><strong>Socializing</strong></td>
<td>Students make a chart of Hispanic countries labeling one or two major dishes from each country.</td>
<td>Review Spanish I Vocabulary</td>
<td>el ajo</td>
</tr>
<tr>
<td>Students can:</td>
<td><strong>Providing/Acquiring Information</strong></td>
<td></td>
<td>Spanish IB food Voces y Vistas</td>
<td>el asado</td>
</tr>
<tr>
<td>Tell what type of foods one may bring on a camping trip</td>
<td><strong>Providing/Acquiring Information</strong></td>
<td></td>
<td>Voces y Vistas Chapter 1</td>
<td>el fuego</td>
</tr>
<tr>
<td>Ask/tell about different types of dishes</td>
<td><strong>Providing/Acquiring Information</strong></td>
<td></td>
<td>Spanish IC – Meal Taking</td>
<td>la galleta</td>
</tr>
<tr>
<td><strong>Expressing Personal Feelings/Opinions</strong></td>
<td><strong>Family &amp; Community</strong></td>
<td></td>
<td>Voces y Vistas – Chapter 8</td>
<td>la mostaza</td>
</tr>
<tr>
<td>— Role of food in family life</td>
<td><strong>Family &amp; Community</strong></td>
<td></td>
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<td>la parrilla</td>
</tr>
<tr>
<td>— Special dishes for different celebrations and/or times of the year</td>
<td></td>
<td></td>
<td></td>
<td>el perro caliente</td>
</tr>
<tr>
<td><strong>Persuading</strong></td>
<td><strong>Folklore</strong></td>
<td>Students plan a picnic – label items</td>
<td></td>
<td>la pimienta</td>
</tr>
<tr>
<td>Students can:</td>
<td><strong>Folklore</strong></td>
<td>Students make a chart of Hispanic countries labeling one or two major dishes from each country.</td>
<td></td>
<td>la sal</td>
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<tr>
<td>Suggest/convince a friend to try a new dish.</td>
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<td>la salchicha</td>
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<td>la sandia</td>
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<td>¡Buen Provecho!</td>
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<tr>
<td>Standard 1</td>
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<td>Sample Performance Indicators</td>
<td>Resources</td>
<td>Vocabulary</td>
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<td>Communication Skills</td>
<td>Cultural Understanding</td>
<td>Ways in which students may demonstrate they have met the standard:</td>
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</tbody>
</table>

**Structures**

Present tense of:
- decir
- oir
- poner
- salir
- hacer
- traer

Introduce preterite of regular –er, -ir verbs
me, te, nos tú form of irregular positive commands
[Teacher Initiates] I am your friend. We are going on a picnic tomorrow. We will talk about what we are going to bring. I will start the conversation.

[Teacher Initiates] I am your friend. We meet on our way out of a restaurant. We will talk about our meals. I will start the conversation.

[Student Initiates] I am an exchange teacher in your school. You would like to invite me to your home for dinner. You start the conversation.

[Teacher Initiates] I am your (nationality) friend. We plan to have dinner with some friends. We will talk about what we like to eat. I will start the conversation.

[Teacher Initiates] You are in a restaurant in (country). I am your waiter/waitress. I will find out what you want to order. I will start the conversation.

[Student Initiates] I am your friend. We are in a restaurant. We have been waiting so long for our food that you are becoming upset. We will talk about that. You start the conversation.
6. Meal Taking / Food Drink Continued

[Student Initiates] I am your friend and we are in a restaurant. I want dessert. Try to talk me out of ordering it. You start the conversation.

[Student Initiates] I am your friend. We are making plans to have a party. You start the conversation.

{Student Initiates] I am your friend. I invited you to a party. You want to know more about my plans for the party. You start the conversation.

[Student Initiates] I am your friend. I invited you to a party at my home and you have to leave early. You start the conversation.

[Student Initiates] I am your friend. We made plans to eat at a local restaurant tomorrow afternoon. You prefer a different restaurant. Try to convince me to go to the other restaurant. You start the conversation.

[Teacher Initiates] I am your friend. I have invited you to a party. Try to convince me to let you bring one of your friends. I will start the conversation.
[Student Initiates] I am your Spanish teacher. Your best friend’s birthday is Friday. Try to convince me to have a class party to celebrate. You start the conversation.

[Student Initiates] I am your Spanish teacher. Your class wants to go to a(n) [nationality] restaurant. Try to convince me to take you. You start the conversation.

[Student Initiates] I am your friend. We are eating lunch together. You like what I am having for dessert. Try to convince me to give you some. You start the conversation.
### Leisure (Sports)

**NYS topic #11**

General goal: To socialize, persuade, provide and obtain information about leisure activities.

#### Standard 1
**Communication Skills**

- **Socializing**
  - Students can:
    - Discuss school or professional sports games

- **Providing/Acquiring Information**
  - Students can:
    - Tell about what sports are popular where you live (U.S./Hispanic culture)
    - What equipment do you need for each sport?

#### Standard 2
**Cultural Understanding**

- **Perceptions**
  - Students check Internet and/or newspapers and give a report on one sport from a Hispanic country.

- **Providing/Acquiring Information**
  - Make a poster about sports here and in the Hispanic culture.

- **Expressing Personal Feelings/Opinions**
  - Tell/ask about favorite sports and why they like/dislike those sports

- **Persuading**
  - Persuade a friend to attend a sporting event that he/she does not like

#### Sample Performance Indicators
Ways in which students may demonstrate they have met the standard:

- **Socializing**
  - Discuss school or professional sports games

- **Providing/Acquiring Information**
  - Tell about what sports are popular where you live (U.S./Hispanic culture)

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<thead>
<tr>
<th>Resources</th>
<th>Vocabulary</th>
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<tbody>
<tr>
<td>Pasos y Puentes</td>
<td>las personas</td>
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<tr>
<td>Capítulo 5</td>
<td>el campeón,</td>
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<td>la campeona</td>
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</table>

- **Persuading**
  - Persuade a friend to attend a sporting event that he/she does not like

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<thead>
<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>Capítulo 5</td>
<td>el esquiador,</td>
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<td>el esquiadora</td>
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</tbody>
</table>

#### Sample Words and Phrases

- J’ai Alai
- bull fighting
- soccer
- cock fighting
- Tlachtli – Aztec / Mayan game
- popol vuh – Aztec Bible
- Aztec calendar

- Gestures

- Folklore

- Family & Community
  - Awareness of Hispanic sports and athletes

- Perceptions
  - J’ai Alai
  - bull fighting
  - soccer
  - cock fighting
  - Tlachtli – Aztec / Mayan game
  - popol vuh – Aztec Bible
  - Aztec calendar

- Expressing Personal Feelings/Opinions
  - Tell/ask about favorite sports and why they like/dislike those sports

- Persuading
  - Persuade a friend to attend a sporting event that he/she does not like

- Video tape a simulation of sports commentators describing various sporting events.

- Pasos y Puentes
  - las personas
  - el campeón, la campeona
  - los campeones
  - el esquiador, la esquiadora
  - el nadador, la nadadora
  - el levantador, la levantadora
  - de pesas
  - el patinador, la patinadora
  - el salvavidas, la salvavidas
  - el tenista, la tenista
  - el ganador, la ganadora
  - el perdedor, la perdedora
  - el visitante, la visitante
  - el campeonato, la carrera
  - el equipo local
  - el tanteo
  - el empate
  - el club, los clubes
  - el carnet
  - la voz, las voces
### Leisure (Sports) Continued

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<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary Continued</th>
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</table>
| Communication Skills | Cultural Understanding | Ways in which students may demonstrate they have met the standard: | | bucear naveg
| | | | | participar reír
| | | | | sonreír hacer gimnasia
| | | | | levantar pesas montar a caballo
| | | | | anteayer de acuerdo
| | | | | ¿no te parece? vez
| | | | | ¡qué barbaridad! la isla contra
| | | | | el milagro hasta

*Structure:*
Por + número ordinal + Preterite of hacer
7. Leisure (Sports) Continued

PERFORMANCE TASKS for SPEAKING
Conversation Situations

[Teacher Initiates] I am your friend. We are at a soccer game in (country). I will start the conversation.

[Student Initiates] I am your friend. We are going to talk about going to a sports event this weekend. You start the conversation.

[Student Initiates] I am your friend. You have just heard me mention a sports event that will be shown on television tonight. You want to know more about this event. You start the conversation.

[Student Initiates] I am your friend and we are watching a baseball game on television. I will start the conversation by saying that I hate watching sports on television. You express your feelings about it.

[Student Initiates] I am your friend. You cannot attend the final game of the season because you are sick. Tell me how you feel about this. You start the conversation.

[Student Initiates] I am your friend. You want someone to go for a bicycle ride with you. Try to convince me to go. You start the conversation.

[Student Initiates] I am your friend. You want someone to go to the school baseball game with you. You start the conversation by trying to persuade me to go.
PERFORMANCE TASKS for SPEAKING

Conversation Situations

[Student Initiates] I am your (nationality) friend. We are at a soccer game in (country). You want to leave before the game is over. Try to convince me to go. You start the conversation.

[Teacher Initiates] I am an (nationality) student who is new in your school. To get to know each other better, we will talk about our hobbies and interests. I will start the conversation.

[Teacher Initiates] I am your classmate. We have an important test tomorrow and we have to study. I will start the conversation by telling you that I still intend to go to the basketball game. You try to talk me out of it.
8. **Travel & Physical Environment**

**NYS topic #14 & 6**

General goal: To socialize, persuade and obtain information about travel.

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**Socializing**
- Students can:
  - Buy a ticket at the train station
  - Talk to a friend about where and how he is going
  - Talk to a friend about where he likes to go

**Providing/Acquiring Information**
- Students can:
  - Ask how much does a ticket cost
  - Ask/tell what they did last summer
  - Make a hotel reservation
  - Exchange money

**Expressing Personal Feelings/Opinions**
- Students can:
  - Tell how they like to travel
  - Use negative words to talk about a bad travel experience

**Persuading**
- Students can:
  - Persuade someone to travel to a South American country

**Perceptions**
- Chile
- la Carretera Panamericana
- Compare to U.S. roads and bridges
- Popular means of transportation in other countries
- Units of currency and exchange rates

**Gestures**

**Family & Community**

**Resources**
- Pasos y Puentes
- Capítulo 6

**Vocabulary**
- el tren
- la vía
- el andén, los andenes
- la llegada
- la salida
- el coche cama,
- los coches cama
- el coche comedor
- los coches comedor
- el vagón, los vagones
- el pasajero,
- la pasajera
- la ventanilla
- el billete
- de ida y vuelta
- de primera/segunda clase
- el inspector
- la casa de cambio
- el bolsillo
- el cheque
- el cheque viajero
- el registro (del hotel)
- la profesión,
- las profesiones
- la recepción,
- las recepciones
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**Spanish II**

- el equipaje
- la habitación
  - (individual / doble)
- las habitaciones
  - (individuales/dobles)
- el plano
- el dueño, la dueña
- el viajero, la viajera
- la tarjeta de crédito
- el castillo
- el parador
- la pensión
- argentino,-a
- boliviano,-a
- brasileño, -a
- colombiano, -a
- chileno, -a
- ecuatoriano, -a
- paraguayo, -a
- peruano, -a
- uruguayo, -a
- venezolano, -a
- claro, -a
- expreso
- histórico, -a
- local
- maravilloso, -a
- oscuro, -a
## Sample Performance Indicators

Ways in which students may demonstrate they have met the standard:

| Standard 1 | Communication Skills |
| Standard 2 | Cultural Understanding |

### Resources

- anunciar
- colocar
- cruzar
- firmar
- cobrar un cheque
- pagar al contado
- pagar en efectivo
- de profesión

### Vocabulary

- nada
- nadie
- ningún, ninguna
- ninguno, -a
- nunca

### Structures:

- comenzar (a + inf.)
- tardar (en+inf.)
- quiere + inf.
- con (+time+de retraso)
- ni . . . tampoco
- (no. . . ) ni
- (no. . . ) ni . . ni

Introduce preterite of verbs ending in –zar, -gar, -car

Introduce preterite of *ser*
[Student Initiates]  I am your (*nationality*) friend. We will talk about our plans for the next vacation. You start the conversation.

[Teacher Initiates]  You are traveling in (*country*). I am a(n) (*nationality*) student who notices that you are wearing your school T-shirt. I approach you to ask about your country. I will start the conversation.

[Student Initiates]  We are on a train in (*country*). I am a(n) (*nationality*) traveler sitting next to you. You introduce yourself, and we talk about what you plan to do here. You start the conversation.

[Teacher Initiates]  I am the ticket agent at a train station in (*country*). You need to buy a ticket. I will start the conversation.

[Student Initiates]  You are on a school trip in (*country*). I am a clerk at a tourist information booth. You want information about things to do. You start the conversation.

[Student Initiates]  I am a friend of yours from (*country*). You will be going to (*country*) soon. You are trying to make some plans for your trip. You want me to give you some ideas. You start the conversation.
[Student Initiates] I am your friend. You are giving a surprise party for my birthday. Try to persuade me to come to your home without letting me know about the party. You start the conversation.

[Teacher Initiates] I am your (nationality) friend. You have invited me to your home, but I need directions. I will start the conversation.
## 9. Health and Welfare / Personal Identification

**NYS topic #8 & 1**

General goal: To socialize, persuade, provide and obtain information about identification and care of one’s body.

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<td>Ways in which students may demonstrate they have met the standard:</td>
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<tr>
<td><strong>Socializing</strong> Students can: Talk about their morning routine</td>
<td><strong>Perceptions</strong> Students create morning routine schedule.</td>
<td></td>
<td>Pasos y Puentes</td>
<td>Review body parts</td>
</tr>
<tr>
<td><strong>Providing/Acquiring Information</strong> Students can: Ask/tell about daily routine</td>
<td>Game – Simon says with hygiene routine.</td>
<td></td>
<td></td>
<td>afeitarse</td>
</tr>
<tr>
<td><strong>Expressing Personal Feelings/Opinions</strong> Students can: Express likes and dislikes about parts of their bodies or morning/evening routines</td>
<td>Use TPR with morning routine.</td>
<td></td>
<td></td>
<td>la barba</td>
</tr>
<tr>
<td><strong>Persuading</strong> Students can convince a friend:</td>
<td>Tape a commercial with a real/imaginary hygiene product.</td>
<td></td>
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<td>el bigote</td>
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<tr>
<td>to get a haircut</td>
<td>Describe in writing your hygiene routine.</td>
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<td>la crema de afeitar</td>
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<tr>
<td>to go to bed early</td>
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<td>la máquina de afeitar</td>
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<td>to brush his/her teeth more often</td>
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<td>put more or/less make-up</td>
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<td>la corbata /los cordones de los zapatos</td>
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<tr>
<td><strong>Persuading</strong> Students can convince a friend:</td>
<td><strong>Folklore</strong></td>
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<td>to get a haircut</td>
<td><strong>Family &amp; Community</strong></td>
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<td>to go to bed early</td>
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**Pasos y Puentes**

**Capítulo 7**

- afeitarse
- la barba
- el bigote
- la crema de afeitar
- la máquina de afeitar
- atarse
- la corbata /los cordones de los zapatos
- limpiar(se)
- las uñas
- los zapatos
- los anteojos
- cortar(se)
- el pelo
- el secador
- las tijeras
- la peluquería
- el peluquero
- la peluquera
- las uñas
- el esmalte de uñas
- la lima de uñas
<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Cultural Understanding</td>
<td>Ways in which students may demonstrate they have met the standard:</td>
<td>Vocabulary Continued</td>
</tr>
</tbody>
</table>

- maquillar(se)
- el maquillaje
- el labio / el lápiz de labios
- el perfume

**Verbs**
- despertarse
- levantarse
- cepillarse
- bañarse
- ducharse
- lavarse
- vestirse
- irse
- darse prisa
- acostarse

**Structures:**
- present and preterite of reflexive verbs
- recognition of reflexive commands (tú form)
- date prisa
- quitate
- despiértate
- vete
- levántate
- lávate
- pénte
- acuéstate
- cepíllate los dientes
[Teacher Initiates] I am your friend. We are in health class. I ask you about your daily hygiene habits.

[Student Initiates] I am your South American friend. Ask me what time I perform my daily hygiene rituals.
### 10. Shopping

**NYS topic #13**

General goal: To socialize, persuade, provide and obtain information about purchasing articles of clothing.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Socializing</th>
<th>Students can:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Ask about items for sale at a store</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2</th>
<th>Cultural Understanding</th>
<th>Providing/Acquiring Information</th>
<th>Students can:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Ask/tell prices of clothing and cosmetics, sizes, colors</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Performance Indicators</th>
<th>Students write advertisements for stores.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Make a catalog of a store including prices, items, color.</td>
</tr>
</tbody>
</table>

### Resources

- **Pasos y Puentes**
- **Capítulo 7**

### Vocabulary

- el departamento
- la vitrina
- el letrero
- la caja
- el cajero, -a
- el dependiente,
- la dependiente
- la escalera mecánica
- la moda
- la talla
- el precio
- la marca
- el número de zapatos
- la etiqueta
- la liquidación
- las liquidaciones
- la ganga
- el impuesto
- el mostrador
- probarse
- quejarse (de)
- quedar
- gastar
- devolver
- ancho,-a
- anticuado,-a
- distinto, -a de

### Standard 1

**Communication Skills**

<table>
<thead>
<tr>
<th>Sample Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Socializing&quot;</td>
</tr>
<tr>
<td>&quot;Providing/Acquiring Information&quot;</td>
</tr>
<tr>
<td>&quot;Expressing Personal Feelings/Opinions&quot;</td>
</tr>
<tr>
<td>&quot;Persuading&quot;</td>
</tr>
</tbody>
</table>

### Standard 2

**Cultural Understanding**

- Mercados
- Clothing sizes
- Units of money
- Shopping malls (similarities US/ Puerto Rico)
- Plaza del Mercado

### Sample Performance Indicators

- Students write advertisements for stores.
- Make a catalog of a store including prices, items, color.

### Sample Performance Indicators

- Tell what fashions they like/don’t like

### Sample Performance Indicators

- Persuade someone to buy something or not to buy something
<table>
<thead>
<tr>
<th>10. Shopping Continued</th>
<th>Spanish II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1</strong></td>
<td><strong>Sample Performance Indicators</strong></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Ways in which students may demonstrate they have met the standard:</td>
</tr>
<tr>
<td><strong>Standard 2</strong></td>
<td>Resources</td>
</tr>
<tr>
<td>Cultural Understanding</td>
<td>elegante</td>
</tr>
<tr>
<td></td>
<td>estrecho,-a</td>
</tr>
<tr>
<td></td>
<td>hecho,-a</td>
</tr>
<tr>
<td></td>
<td><em>review of colors +</em></td>
</tr>
<tr>
<td></td>
<td>rosado,-a</td>
</tr>
<tr>
<td></td>
<td>castaño,-a</td>
</tr>
<tr>
<td></td>
<td>de moda</td>
</tr>
<tr>
<td></td>
<td>en venta</td>
</tr>
<tr>
<td></td>
<td>la mayoría de</td>
</tr>
<tr>
<td></td>
<td>miles (de)</td>
</tr>
<tr>
<td></td>
<td>“cuesta un ojo de la cara”</td>
</tr>
<tr>
<td></td>
<td>nos / se</td>
</tr>
<tr>
<td></td>
<td>pruébate</td>
</tr>
</tbody>
</table>

**Resources**

- elegante
- estrecho,-a
- hecho,-a
- *review of colors +*
- rosado,-a
- castaño,-a
- de moda
- en venta
- la mayoría de
- miles (de)
- “cuesta un ojo de la cara”
- nos / se
- pruébate
PERFORMANCE TASKS for SPEAKING
Conversation Situations

[Student Initiates] I am your friend. We are going shopping. We will talk about what we want to buy. You start the conversation.

[Student Initiates] I am a tourist from (country). We have just met at a shopping center. We greet each other and then talk about my impressions of American life. You start the conversation.

[Student Initiates] You are in a department store. I am a child who is lost. Try to help me. You start the conversation.

[Student Initiates] I am your friend. I have given you a gift and you want to exchange it. You start the conversation.

[Teacher Initiates] You are shopping for some new clothes in (country). I am the salesclerk. You need my help. I will start the conversation.

[Student Initiates] I am your friend. You need some money. Try to convince me to give you some. You start the conversation.

[Student Initiates] I am your (nationality) neighbor. You are trying to raise money for your (language) club. Try to convince me to buy whatever you are selling. You start the conversation.
PERFORMANCE TASKS for SPEAKING

Conversation Situations

[Teacher Initiates] I am your friend. I have just received money to buy a computer, but I am not sure I want to buy one. Try to convince me to buy a computer. I will start the conversation.

[Teacher Initiates] I am your friend. We are trying to decide what to do today. I want to go shopping, but you try to convince me to do something else. I will start the conversation.

[Teacher Initiates] I am your friend. I want to walk to the shopping mall, which is more than a mile away. Try to convince me to take the bus. I will start the conversation.
### Physical Environment / Transportation

**NYS TOPIC #6, 14**

General goal: To socialize, persuade, provide and obtain information about physical environment and transportation.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Skills</strong></td>
<td><strong>Cultural Understanding</strong></td>
<td>Ways in which students may demonstrate they have met the standard:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socializing</td>
<td>Perceptions</td>
<td>Students draw and label a car.</td>
<td>Pasos y Puentes</td>
<td>el tráfico</td>
</tr>
<tr>
<td>Students can:</td>
<td>• Mexico City – la Plaza de las Tres Culturas</td>
<td>Fill out a learner’s permit form in Spanish (DMV).</td>
<td></td>
<td>el accidente</td>
</tr>
<tr>
<td>• Talk about their family’s car</td>
<td>• Driving in Mexico</td>
<td>Create traffic signs for the room.</td>
<td></td>
<td>el cruce (de calles)</td>
</tr>
<tr>
<td></td>
<td>• International Sign System</td>
<td>Write an ad to sell your car-illustrated car.</td>
<td></td>
<td>la cuadra</td>
</tr>
<tr>
<td>Providing/Acquiring Information</td>
<td>• bartering</td>
<td>Look at a driver’s manual.</td>
<td></td>
<td>el carril</td>
</tr>
<tr>
<td>Students can:</td>
<td>• old model cars</td>
<td></td>
<td></td>
<td>la carretera</td>
</tr>
<tr>
<td>• Ask/tell what’s wrong with the car</td>
<td>• traffic problems</td>
<td></td>
<td></td>
<td>el estacionamiento</td>
</tr>
<tr>
<td>• Ask/tell traffic rules (negative commands)</td>
<td>• gas prices</td>
<td></td>
<td></td>
<td>la estación de servicio,</td>
</tr>
<tr>
<td>• Ask/tell price of a car</td>
<td></td>
<td></td>
<td></td>
<td>las estaciones de servicio</td>
</tr>
<tr>
<td>Expressing Personal Feelings/Opinions</td>
<td>Gestures</td>
<td></td>
<td></td>
<td>el mecánico</td>
</tr>
<tr>
<td>Students can:</td>
<td>Folklore</td>
<td></td>
<td></td>
<td>el parquímetro</td>
</tr>
<tr>
<td>• Tell what kind of car they like</td>
<td>Family &amp; Community</td>
<td></td>
<td></td>
<td>el paso de peatones</td>
</tr>
<tr>
<td>Persuading</td>
<td></td>
<td></td>
<td></td>
<td>el peatón, los peatones</td>
</tr>
<tr>
<td>Students can:</td>
<td></td>
<td></td>
<td></td>
<td>la velocidad máxima</td>
</tr>
<tr>
<td>• Sell me a car (a lemon), (use numbers)</td>
<td></td>
<td></td>
<td></td>
<td>la regla</td>
</tr>
<tr>
<td>• Try to get me to buy a new car</td>
<td></td>
<td></td>
<td></td>
<td>la señal de tráfico</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>el semáforo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>la multa</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>el permiso de manejar / conducir</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>la licencia de manejar / conducir</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>todo derecho</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>con cuidado</td>
</tr>
</tbody>
</table>
## 11. Physical Environment / Transportation

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Communication Skills</th>
<th>Standard 2</th>
<th>Cultural Understanding</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ways in which students may demonstrate they have met the standard:</td>
<td></td>
</tr>
</tbody>
</table>

**Sample Performance Indicators**

Ways in which students may demonstrate they have met the standard:

**Resources**

Vocabulary (Continued)

- por aquí, allá
- el coche
- el coche deportivo
- el cacharro
- el acelerador
- el baúl
- el capó
- la bocina
- el cinturón de seguridad
- los cinturones de seguridad
- la llanta
- el faro
- la gasolina
- el freno
- el motor
- el parabrisas
- los parabrisas
- el parachoques
- los parachoques
- la placa
- el tanque
- la ventanilla
- el volante
- el instructor,
- la instructora
- el conductor,
- la conductora
- distraído, -a
- impaciente
- nervioso, -a
- peligroso, -a
11. Physical Environment / Transportation

Standard 1
Communication Skills

Standard 2
Cultural Understanding

Continued
Sample Performance Indicators
Ways in which students may demonstrate they have met the standard:

Resources
Vocabulary (Continued)

dar la vuelta
acelerar
arrancar
chocar (con)
doblar
estacionar
llenar
manejar
obtener
quedar
respetar
poner una multa
tener prisa
tocar la bocina

Structure:
negative command
(tú form)
possessive pronouns
el mío, la mía, los míos,
las más
el nuestro, la nuestra,
los nuestros,
las nuestras
el suyo, la suya,
los suyos, las suyas
el tuyo, la tuya,
los tuyos, las tuyas

possessive adjectives
mis, mis; tu, tus; su,
sus; nuestro, -a, -os, -as
11. Physical Environment / Transportation Continued

PERFORMANCE TASKS for SPEAKING

[Teacher Initiates]  You just bought a new car. I will ask you to describe it.

[Student Initiates]  You walk into my repair shop. Tell me what’s wrong with your car.

[Teacher Initiates]  You’ve just hit my car. I am very angry.

[Teacher Initiates]  We are taking a road trip together. We will discuss what preparation to make.

[Student Initiates]  You are giving me a road test. Tell me what to do.
12. Meal Taking / Food / Drink / Health and Welfare

NYS topic #7 & 8

General goal: To socialize, persuade, provide and obtain information about health care and healthy foods.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Sample Performance Indicators</th>
<th>Resources</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Cultural Understanding</td>
<td>Ways in which students may demonstrate they have met the standard:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socializing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students can:</td>
<td>Perceptions</td>
<td>Perform a skit about a visit to the doctor.</td>
<td>Pasos y Puentes</td>
<td>la dieta</td>
</tr>
<tr>
<td>• Introduce themselves to a doctor and tell how they are</td>
<td>• Health eating habits around the world</td>
<td>You were absent from school because you were sick.</td>
<td>Capítulo 9</td>
<td>las calorías</td>
</tr>
<tr>
<td>• Socialized health care</td>
<td>• Alternative medicine</td>
<td>Write a note to your teacher telling why you were absent.</td>
<td></td>
<td>el plato del día</td>
</tr>
<tr>
<td>• Body weight</td>
<td>• Perception of body weight</td>
<td>Convert the food pyramid into Spanish.</td>
<td></td>
<td>la balanza</td>
</tr>
<tr>
<td>Providing/Acquiring Information</td>
<td></td>
<td>Play Simon Says with body parts.</td>
<td></td>
<td>el peso</td>
</tr>
<tr>
<td>Students can:</td>
<td></td>
<td>Sing the Hokey Pokey.</td>
<td></td>
<td>las frutas</td>
</tr>
<tr>
<td>• Ask/tell symptoms of illness</td>
<td></td>
<td>Listen to the description and draw a baby.</td>
<td></td>
<td>la cereza</td>
</tr>
<tr>
<td>• Tell how they are feeling</td>
<td></td>
<td>Create a “being” with magazine cutouts and labels body parts.</td>
<td></td>
<td>el coco</td>
</tr>
<tr>
<td>Expressing Personal Feelings/Opinions</td>
<td>Gestures</td>
<td>Plan a favorite meal.</td>
<td></td>
<td>el durazno</td>
</tr>
<tr>
<td>Students can:</td>
<td></td>
<td>Make a shopping list.</td>
<td></td>
<td>la fruta</td>
</tr>
<tr>
<td>• Tell what foods they like/dislike</td>
<td>Folklore</td>
<td>Make a collage with healthy foods.</td>
<td></td>
<td>la pera</td>
</tr>
<tr>
<td>Family &amp; Community</td>
<td></td>
<td>Create a healthy menu.</td>
<td></td>
<td>la piña</td>
</tr>
<tr>
<td>Persuading</td>
<td></td>
<td>Give instructions for preparing a good nutritional meal.</td>
<td></td>
<td>la toronja</td>
</tr>
<tr>
<td>Students can:</td>
<td></td>
<td></td>
<td></td>
<td>las uvas</td>
</tr>
<tr>
<td>• Persuade a family member to go to the doctor</td>
<td></td>
<td></td>
<td></td>
<td>los camarones</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>la langosta</td>
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<td></td>
<td>las verduras</td>
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<td>el aguacate</td>
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<td></td>
<td>el guacamole</td>
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<td></td>
<td></td>
<td>los espárragos</td>
</tr>
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<td></td>
<td></td>
<td>las espinacas</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>la col</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>el cereal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>la miel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>la mayonesa</td>
</tr>
</tbody>
</table>
### Standard 1
Communication Skills

### Standard 2
Cultural Understanding

#### Sample Performance Indicators
Ways in which students may demonstrate they have met the standard:

<table>
<thead>
<tr>
<th>Resources</th>
<th>Vocabulary (Continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>La salud</td>
<td>el / la paciente</td>
</tr>
<tr>
<td></td>
<td>un caso de urgencia</td>
</tr>
<tr>
<td></td>
<td>la ambulancia</td>
</tr>
<tr>
<td></td>
<td>la clínica</td>
</tr>
<tr>
<td></td>
<td>la medicina</td>
</tr>
<tr>
<td></td>
<td>la muleta</td>
</tr>
<tr>
<td></td>
<td>la pastilla</td>
</tr>
<tr>
<td></td>
<td>la sala de espera</td>
</tr>
<tr>
<td></td>
<td>la venda</td>
</tr>
<tr>
<td></td>
<td>la silla de ruedas</td>
</tr>
<tr>
<td>el codo</td>
<td>el pecho</td>
</tr>
<tr>
<td>el cuello</td>
<td>la rodilla</td>
</tr>
<tr>
<td>la espalda</td>
<td>palido,-a</td>
</tr>
<tr>
<td>el hombro</td>
<td>roto,-a</td>
</tr>
<tr>
<td>el hueso</td>
<td>sano, -a</td>
</tr>
<tr>
<td>la muñeca</td>
<td>ya</td>
</tr>
<tr>
<td>el tobillo</td>
<td></td>
</tr>
<tr>
<td>estornudar</td>
<td>recetar</td>
</tr>
<tr>
<td>lastimarse</td>
<td>romperse</td>
</tr>
<tr>
<td>mejorarse</td>
<td>sentirse</td>
</tr>
<tr>
<td>morirse</td>
<td>toser</td>
</tr>
<tr>
<td>pesar(se)</td>
<td></td>
</tr>
<tr>
<td>recomendar</td>
<td></td>
</tr>
<tr>
<td>aumentar de peso</td>
<td></td>
</tr>
<tr>
<td>bajar de peso</td>
<td></td>
</tr>
<tr>
<td>estar a dieta</td>
<td></td>
</tr>
<tr>
<td>hacer ejercicio</td>
<td></td>
</tr>
</tbody>
</table>
PERFORMANCE TASKS for SPEAKING
Conversation Situations

[Student Initiates] I am your friend. We are at the pool and suddenly you do not feel well. You start the conversation.

[Student Initiates] You are visiting (country). You are not feeling well and have come into the pharmacy to buy some medicine. I am the pharmacist who will help you. You start the conversation.

[Student Initiates] I am a doctor. Because you do not feel well, you have come to my office. You start the conversation.

[Student Initiates] I am a foreign tourist visiting your hometown. You notice that I look very ill. Try to find out what is wrong. You start the conversation.

[Student Initiates] I am your teacher. You come into class today and tell me that you do not feel well. You start the conversation.

[Student Initiates] I am your (nationality) classmate. You notice that I do not look well. Try to talk me into going to the office. You start the conversation.

[Student Initiates] I am your Spanish teacher. You do not feel well. Try to convince me to let you go home. You start the conversation.
Modern Languages for a Global Perspective
APPENDIXES

Appendix A.  Speaking Tasks
Appendix B.  Activities for Foreign Language Week
Appendix C.  Games
Appendix D.  Songs
Appendix E.  Culture Capsules
Appendix F.  Modern Language Study, Careers and Community Resources
APPENDIX A

Speaking Tasks
<p>| A1. | [Teacher Initiates]  I am your friend. We are at a soccer game in (country). I will start the conversation. |
| A10. | [Student Initiates]  I am your friend. We are making plans to have a party. You start the conversation. |
| A2. | [Student Initiates]  I am your friend. You have invited me to your home to watch television. We will discuss which show to watch. You start the conversation. |
| A11. | [Teacher Initiates]  You are visiting (country). I am a(n) (nationality) teenager. We have just met. Tell me about your family. I will start the conversation. |
| A3. | [Student Initiates]  We are on a train in (country). I am a(n) (nationality) traveler sitting next to you. You introduce yourself, and we talk about what you plan to do here. You start the conversation. |
| A12. | [Teacher Initiates]  I am your friend. You were supposed to come to my home yesterday, but you forgot. I will start the conversation. |
| A4. | [Teacher Initiates]  I am your friend. We are going on a picnic tomorrow. We will talk about what we are going to bring. I will start the conversation. |
| A13. | [Student Initiates]  I am your (nationality) friend. We will talk about our plans for the next vacation. You start the conversation. |
| A5. | [Student Initiates]  I am your friend. You want me to spend the weekend with your family. Invite me and we will talk about the details. You start the conversation. |
| A14. | [Teacher Initiates]  I am your friend. We have not seen each other for a long time. We meet at a party. I will start the conversation to find out how you are and what you have been doing. |
| A6. | [Teacher Initiates]  I am your new neighbor who has just moved into the next house or apartment. I will start by introducing myself, and then we will talk about ourselves. |
| A15. | [Teacher Initiates]  I am your pen pal and you are spending the summer at my home. We are discussing plans for the summer. I will start by telling you what we could do. |
| A7. | [Student Initiates]  I am a(n) (nationality) teenager. We meet at the beach. We want to get acquainted. You start the conversation. |
| A16. | [Student Initiates]  I am a classmate. I was absent from school today. You stop by my house on the way home. We will talk about what we did today. You start the conversation. |
| A8. | [Student Initiates]  I am your friend. We are going shopping. We will talk about what we want to buy. You start the conversation. |
| A17. | [Teacher Initiates]  I am your host parent in (country). We meet for the first time. You tell me about yourself. I will start the conversation. |
| A9. | [Teacher Initiates]  You are traveling in (country). I am a(n) (nationality) student who notices that you are wearing your school T-shirt. I approach you to ask about your country. I will start the conversation. |
| A18. | [Student Initiates]  I am a(n) (nationality) student visiting your school. We are going to spend the day together. We discuss what we are going to do. You start the conversation. |</p>
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<tbody>
<tr>
<td>A19.</td>
<td>[Student Initiates] I am your friend. We are at the pool and suddenly you do not feel well. You start the conversation.</td>
</tr>
<tr>
<td>A20.</td>
<td>[Teacher Initiates] I am your friend from (country). I will be attending your school, and I want to know what school activities are available. I will start the conversation.</td>
</tr>
<tr>
<td>A21.</td>
<td>[Student Initiates] I am your friend. I invited you to a party. You want to know more about my plans for the party. You start the conversation.</td>
</tr>
<tr>
<td>A22.</td>
<td>[Teacher Initiates] I am your (language) teacher. A guest will be visiting our class and I want to act as his/her host. We are going to discuss your plans for the day. I will start the conversation.</td>
</tr>
<tr>
<td>A23.</td>
<td>[Teacher Initiates] I am your friend. We meet on our way out of a restaurant. We will talk about our meals. I will start the conversation.</td>
</tr>
<tr>
<td>A24.</td>
<td>[Student Initiates] I am a tourist from (country). We have just met at a shopping center. We greet each other and then talk about my impressions of American life. You start the conversation.</td>
</tr>
<tr>
<td>A25.</td>
<td>[Student Initiates] I am your friend. We are going to talk about going to a sports event this weekend. You start the conversation.</td>
</tr>
<tr>
<td>A26.</td>
<td>[Student Initiates] I am an exchange teacher in your school. You would like to invite me to your home for dinner. You start the conversation.</td>
</tr>
<tr>
<td>A27.</td>
<td>[Teacher Initiates] I am your friend. I am going to invite you to a concert, but you cannot go and will tell me why. I will start the conversation.</td>
</tr>
<tr>
<td>A28.</td>
<td>[Student Initiates] I am your friend. We are having lunch together. You tell me what you are planning to do for the weekend. You start the conversation.</td>
</tr>
<tr>
<td>A29.</td>
<td>[Teacher Initiates] I am a teacher in a school in (country). You are an exchange student in my school. I notice that you have a problem. I will start the conversation.</td>
</tr>
<tr>
<td>A30.</td>
<td>[Student Initiates] I am your friend. You are at a party at my home and you have to leave early. You start the conversation.</td>
</tr>
<tr>
<td>A31.</td>
<td>Special Occasion</td>
</tr>
<tr>
<td>B21.</td>
<td>[Teacher Initiates] I am your friend. You are at a birthday party for (name). You need help in choosing a gift for him/her. You start the conversation.</td>
</tr>
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</table>

**Providing/Obtaining Information**

<p>| | |</p>
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<tbody>
<tr>
<td>B31.</td>
<td>[Student Initiates] You are in a department store. I am a child who is lost. Try to help me. You start the conversation.</td>
</tr>
<tr>
<td>B32.</td>
<td>[Student Initiates] I am your classmate. We have just received our report cards. We will talk about our grades. You start the conversation.</td>
</tr>
<tr>
<td>B33.</td>
<td>[Student Initiates] You are visiting (country). You are not feeling well and have come into the pharmacy to buy some medicine. I am the pharmacist who will help you. You start the conversation.</td>
</tr>
<tr>
<td>B34.</td>
<td>[Student Initiates] I am your friend. I am wearing something that you like very much. You would like to get something similar. You start the conversation.</td>
</tr>
<tr>
<td>B35.</td>
<td>[Student Initiates] I am your friend. We were both invited to a birthday party for (name). You need help in choosing a gift for him/her. You start the conversation.</td>
</tr>
<tr>
<td>B36.</td>
<td>[Student Initiates] I am your friend. We are making plans for the weekend. You want to find out what I like to do. You start the conversation.</td>
</tr>
<tr>
<td>B37.</td>
<td>[Student Initiates] I am your friend. I have given you a gift and you want to exchange it. You start the conversation.</td>
</tr>
<tr>
<td>B38.</td>
<td>[Teacher Initiates] I am a(n) (nationality) student who is new in your school. To get to know each other better, we will talk about our hobbies and interests. I will start the conversation.</td>
</tr>
<tr>
<td>B39.</td>
<td>[Student Initiates] I am your friend. I have been absent for a week and now we have a new teacher at school. Tell me about that teacher. You start the conversation.</td>
</tr>
<tr>
<td>B40.</td>
<td>[Teacher Initiates] I am your pen pal from (country). I am visiting you during summer vacation. I want to find out what we are going to do for the next few days. I will start the conversation.</td>
</tr>
<tr>
<td>B41.</td>
<td>[Teacher Initiates] I am your friend. I am ill and you are visiting me. I will start the conversation by asking you what is going on at school. You tell me what is happening.</td>
</tr>
<tr>
<td>B42.</td>
<td>[Student Initiates] I am a doctor. Because you do not feel well, you have come to my office. You start the conversation.</td>
</tr>
<tr>
<td>B43.</td>
<td>[Teacher Initiates] I am the ticket agent at a train station in (country). You need to buy a ticket. I will start the conversation.</td>
</tr>
<tr>
<td>B44.</td>
<td>[Teacher Initiates] I am your (nationality) friend. We plan to have dinner with some friends. We will talk about what we like to eat. I will start the conversation.</td>
</tr>
<tr>
<td>B45.</td>
<td>[Teacher Initiates] You are in a restaurant in (country). I am your waiter/waitress. I will find out what you want to order. I will start the conversation.</td>
</tr>
<tr>
<td></td>
<td>B55. [Student Initiates] I am your new neighbor from (country). We have just met and you would like to find out about me and my family. You start the conversation.</td>
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<td></td>
<td>B56. [Teacher Initiates] I am your new classmate. I just moved into your neighborhood and we are talking about my new home. I will start the conversation.</td>
</tr>
<tr>
<td></td>
<td>B57. [Student Initiates] I am a student from (country). I am visiting your (language) class. You want to find out some things about my country. You start the conversation.</td>
</tr>
<tr>
<td></td>
<td>B58. [Teacher Initiates] You are shopping for some new clothes in (country). I am the salesclerk. You need my help. I will start the conversation.</td>
</tr>
<tr>
<td></td>
<td>B59. [Teacher Initiates] I am your (language) teacher. You cannot come to class tomorrow. I want to know why. I will start the conversation.</td>
</tr>
<tr>
<td></td>
<td>B60. [Student Initiates] I am a foreign tourist visiting your hometown. You notice that I look very ill. Try to find out what is wrong. You start the conversation.</td>
</tr>
</tbody>
</table>

**Expressing Personal Feelings**

<table>
<thead>
<tr>
<th></th>
<th>C61. [Student Initiates] I am your friend. You are moving to a new school district. Tell me how you feel about that. You start the conversation.</th>
<th>C70. [Teacher Initiates] I am a visitor from (country) and I am conducting a survey to find out about the favorite television programs of American teenagers. I will start by asking you what your favorite program is. Then we will talk about it.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C62. [Student Initiates] I am your friend and we are watching a baseball game on television. I will start the conversation by saying that I hate watching sports on television. You express your feelings about it.</td>
<td>C71. [Student Initiates] You are being punished and are not allowed to go out this weekend. I am your friend. We are going to talk about your reaction to your punishment. You start the conversation.</td>
</tr>
<tr>
<td></td>
<td>C63. [Teacher Initiates] I am a student from (country). I will tell you what I like about your school. You give me your opinion. I will start the conversation.</td>
<td>C72. [Student Initiates] I am your friend. We are in a restaurant. We have been waiting so long for our food that you are becoming upset. We will talk about that. You start the conversation.</td>
</tr>
</tbody>
</table>
APPENDIX B
ACTIVITIES FOR FOREIGN LANGUAGE WEEK
Appendix B – ACTIVITIES FOR FOREIGN LANGUAGE WEEK

- Visit an ethnic market, if there is one in your area.
- Take students to an ethnic restaurant. You may want to set up an exchange with students of Spanish going to a French restaurant, etc.
- Hold a foreign language sing-along in your classroom or in the auditorium of your school.
- Have students bring in foreign foods to eat in class.
- Invite visitors who have lived in, traveled to, or come from a foreign country.
- Plan a unit on the origins of languages.
- Hold an International Night with entertainment and food.
- Have a poster contest with prizes for the winners.
- Organize a recitation contest in the languages taught in your school.
- Ask a local cinema to feature foreign films that week, or plan a field trip to a theater where a foreign film is being shown.
- Make costumes and have a costume day with a contest and prizes for the winners.
- Plan a field trip to a museum to see paintings by foreign artists.
- Hold a balloon launch.
- Have students speak only the target language in school that week.
- Arrange to have foreign foods served in the school cafeteria.
- Prepare exhibits for school display cases—use them all!!!
- Label stores in town in the foreign language.
- Arrange for displays in store windows in town.
- Decorate the school’s corridors with posters and flags.
- Publish a school foreign language newspaper that week.
- College modern language departments may wish to prepare a program to take to the school in their region, or secondary students can visit elementary schools with a program.
Appendix B – Activities for Foreign Language Week (cont’d)

- Plan a special program for the Board of Education.
- Prepare a presentation for social studies classes.
- Make announcements on the P. A. system in the target languages.
- Hold an international Olympics in your school.
- Have a talent show featuring songs, skits, and dances in the target languages.
- Teach a foreign song in music class.
- Have foreign music played during lunch periods.
- Ask students to bring in articles and pictures about foreign countries.
- Prepare a slide presentation on foreign artists or some aspect of other cultures.
- Teach folk dances and hold a folk dance contest.
- Have high school students teach folk dances to younger students.
- Involve non-English-speaking students and their cultures in all activities. (You may wish to display the flags of their countries in school during the week).
- On a large map of the world, mark the countries from which the non-English-speaking students come.
- Invite local ethnic organizations to hold events of some kind.
- Do a presentation for the P. T. A.
- Make presentations before local community service organizations.
- Offer modern language courses for other faculty members.
- Place announcements in local newspapers.
- Have announcements about foreign language week made on local radio stations.
- Invite the media to all of your activities.
- Ask students to make scrapbooks or bulletin board displays of postal cards from other countries.
Appendix B – Activities for Foreign Language Week (cont’d)

- Ask local government officials to proclaim foreign language week in your area.
- Have the school principal read the Governor’s and President’s Proclamations over the P. A. System of your school.
- Send copies of the various proclamations to the Superintendent, school board members, and local government officials.
- Present a foreign play or excerpts from plays to students, parents, and community members.
APPENDIX C

GAMES
APPENDIX C - GAMES

1) **ADIVINA**
Teacher sets up a pack of vocabulary unit flashcards. One student picks one word or picture out of the stack for the other students to guess. The students ask *yes* or *no* questions after a designated number of guesses, either the class wins or the student gets another chance to stump the class.

2) **AROUND THE WORLD**
The teacher has 10-20 flashcards ready. The student who is “it” stands next to the desk of another student. The teacher shows a flashcard to both students. The first student to give a correct response moves on to other desks in the book to complete the trip “Around the World.”

3) **BASEBALL**
Students are divided into opposing teams. Each team must have ready flashcards or questions for their “Pitcher.” “Batters” must respond correctly to advance around the bases. The baseball field may be drawn on the board, on a laminated chart or on the overhead. Each batter gets only one hit, if the game is to move quickly. Stress the fact that the rules are different from regular baseball.

**VARIATION - FUTBOL NORTEAMERICANO**
Instead of advancing on bases, teams begin on the 20 yardline. If a team answers correctly, they advance 10 yards and so forth until reaching the goal. A “touchdown” is worth six points. After every incorrect response the teams are pushed back to the 20 yard line.

**VARIATION - FUTBOL OR SOCCER**
Instead of advancing or lines or bases, teacher draws a certain amount of circles at diagonals to represent successful passes of the ball. If the team misses, they must go back to center field.

4) **BEANBAG TOSS**
The teacher picks a vocabulary topic such as “Foods” or a grammar topic such as plural verbs. Each student receiving the tossed beanbag must say a word related to the topic. The word must not be the same word said by the last person. Students are “out” if they fail to contribute a new word or if they drop the beanbag.

5) **BINGO**
Each student has a Bingo card with 9 or 16 spaces. A nine space game is a faster version. Pictures or written words or numbers are placed in each space. The caller picks out cards from a hand made stack. Winners are the first to fill out a designated line, which might be up and down, diagonal, T-Shape, corners only, full board.
APPENDIX C - GAMES
(continued)

6) **BIS-BIS**
Students count from 1-100. Each student must give the next number in order. A predesignated set of numbers, such as 3S, 5S, or 7S cannot be said out loud. Instead, the student must say ‘Bis-Bis” or some other nonsense word. Game is continued until most students are eliminated by forgetting the next correct number or by forgetting to say “Bis-Bis."

7) **BOARD RELAY**
This game is best done with numbers, alphabet letters, math problems, and parts of the face and body. The class is divided into teams. The teacher calls out one word such as a number. Representatives from each team try to be the first to write or draw the correct response on the board.

8) **COLOR-NUMBER**
The teacher prepares a large circle divided into sections or a large chart with squares. In each division the teacher writes a colored number. Teams or individual students try to identify either the color or the number depending on the questions asked by the teacher. Typical questions might be “Which number is gray?” or “What color is the number 2000?”

9) **CONCENTRATION**
The teacher prepares 20-30 cards numbered consecutively on one side. Cards may also have colors. On half the cards the teacher puts a picture on the back related to a vocabulary unit word. On the other half of the cards, the teacher puts words that match the pictures. Make sure only one pairing is possible with each word. Both sets are shuffled. Place cards face down. Divide class into teams. The first person on each team calls out two numbers and then gets to see the cards face up. If the cards match, it is a point for the team and the cards are removed. Team with the highest score wins.

**QUICK VARIATION**
Students on one teams how flashcards with pictures or words briefly to the other team and place them fact down. Students on the other team try to remember which student has which flashcards.

10) **DETECTIVE**
Select the same number of students as the number of family members studied. Give each one a piece of paper with the word for a family member. The rest of the class will try to guess what family member each student is by asking questions in the target language such as:

  How old are you?
  Where are you from?
  Are you tall?
11) DIRECTIONS BOARD GAME
Make a blank board divided into nine squares (like for tic-tac-toe). Place the stack of vocabulary words to be reviewed on the blackboard ledge. Give each student a 3” x 5” index card with instructions such as: take the “apple” and place it in the center of the board (this should be the student who starts the game); take the “peach” and place it to the left of the apple; take the “grapes” and place them on top of the apple; etc.

12) ELIMINATION
Each student gets a turn identifying pictures or answering a question. Students giving incorrect responses are “eliminated” and are out of the game. Game continues until only a few students remain.

13) “EYE” SPY
Teacher or student who is “it” describes an object in the classroom. Students try to guess what the object is. Instead of the classroom or things visible from a window, pictures or posters may also be used.

14) FLOOR TIC-TAC-TOE
Divide a large cardboard into nine squares for tic-tac-toe. On each square place a flashcard with the vocabulary to be practiced or reviewed. The students are divided into two teams. They take turns tossing a bean bag onto the board. They must identify the vocabulary word in order to earn an “X” or an “O”. The team to form tic-tac-toe wins.

15) PASAPALABRA OR PASSWORD
The class is divided into two teams. The first person on team one and the first person on team two are shown the password. These students take turns giving one word clues to their teams. The first student gives a clue to one person on the team. If this student misses and cannot guess, the captain of the other team now gets a turn to give the one word clue. The team captains must give a turn to each person on their team. It is advisable to change captains frequently.

16) PICTURE HIDE AND SEEK
Student picks a location in a picture where he is “hiding” and imagines that he is hidden there. He then tells the teacher the location without letting the other students know. The other students ask questions which can be answered with “Yes” or “No” to find the correct “Hiding Place.” The teacher may put a limit on the number of questions.
17) **SIMON DICE**
The teacher gives a direction or command in Spanish. This may include touching or pointing to clothing, classroom objects, and parts of the body. Students may not do any action unless the teacher says “Simon Dice” before the command.

18) **STORE OR RESTAURANT**
Students play storekeeper or waiter and customers. Props may be as limited or as elaborate as the teacher desires, such as fake money, actual boxes and cans, toy cash register, sale signs.

19) **TIC-TAC-TOE**
In order to be able to put an X or O in the box, a student must be able to identify a flashcard or answer a question. A piece of colored paper or a number may be inserted in each of the nine spaces so that the student who wishes to place an X or an O must also describe the space where he wishes to place the X or O. Students or opposing teams may make up questions or vocabulary items to identify. Use colored paper to identify squares.

20) **TOSS THE CUBE**
Make a large cub out of cardboard. On each side of the cube write a number or color each side with a different color (or any vocabulary you wish to practice or review). The students are divided into two teams. They take turns tossing the cube. The students earn points by correctly identifying the number or color showing on top of the cube. The team with the most points wins.

21) **WHAT DOES NOT BELONG**
Students who are secure in vocabulary may use this. Team members give four words, one of which does not belong in the list--“red, blue, diamond, brown.” Before the count of five, the other side has to identify the word that doesn’t belong.

22) There are games available in Spanish--Scrabble, Monopoly--remake English board games.
APPENDIX C - GAMES
(continued)

**Adivina**

1. The teacher writes one vocabulary word on each 3” x 5” index card.

2. Divide the class into two or more teams.

3. Select one member of each team to be the scorekeeper.

4. A player picks a card and then draws a picture of the vocabulary word on the chalkboard or performs the command.

5. The first team to guess the word or command correctly scores one point. (Students must raise their hands before answering.)

6. The team with the most points at the end of the game period is the winner.

**¿Adónde vas?   Où vas-tu?**

1. Select one student to be the guesser, and have him or her stand and face the wall or chalkboard.

2. Have another student circle the classroom once or twice and then come to a stop next to a classroom object or place in the classroom.

3. The student at the front gets to ask three questions to guess where the other one is:

   **S1** ¿Vas a la puerta?

   **S2** No, no voy a la puerta

   **S1** ¿Vas a la ventana?

   **S2** No, no voy a la ventana.
4. If the student guesses correctly, he or she gets to circle the room and choose the next person to guess.

5. If the student does not guess correctly, he or she must sit down, and the teacher selects the next guesser.

**Busca el Objeto**

1. Divide the class into teams of three or four players each.

2. Give each team an index card.

3. Instruct the teams to write, in the target language, the name of five objects in the classroom.

4. Collect and shuffle all the cards.

5. Ask each team to pick a card.

6. When you give the clue - *Busca el objeto* - each team must read the name of one item aloud, find the item, and then (if correct) have it checked off the card.

7. The first team to have all five items checked off its card wins.

**Busco la Fortuna**

1. On a transparency, chalkboard, or paper, draw dashed lines to stand for the letters of a familiar expression or vocabulary word.

2. On the index cards, write large amounts of money (or amounts that correspond to the numbers students have learned).

3. Shuffle the cards and place them face down on a table.

4. To make the game more interesting, you may add cards such as “lose a turn” (*pierde un turno*), “free spin” (*turno extra*) or bankrupt” (*bancarrota*). Either make or purchase play money for the winnings.

5. Divide the class into teams.
APPENDIX C - GAMES
(continued)

6. One team chooses an index card. If a money amount is on the card, the team gets to guess a consonant in the expression or word. If the guess is correct, write the consonant on the dashed line(s) where it appears in the expression.

7. Give the team the matching amount of play money.

8. The team continues playing until it either turns up a bad card or does not guess a letter correctly.

9. If a team has enough money, it may buy a vowel for an agreed-upon price. *(Quiero comprar una vocal).*

10. A team may try to guess the expression after it has completed a correct letter guess. The first team to guess the expression correctly wins the game.

*La Cadena*

1. Have a player begin the game by repeating a sentence (e.g., *En el salón de clase hay una profesora.*)

2. A second player repeats the sentence and then adds to it (e.g., *En el salón de clase hay una profesora y un alumno.*)

3. The third player repeats the longer sentence and adds another item or person.

4. Players continue adding to the sentence until no one is able to repeat it correctly.

   Examples:
   Clothing: *Voy a la tienda y voy a comprar un abrigo.*
   Activities: *Por la tarde me gusta leer, cantar . . . .

*¿Cómo te llamas?*

1. Distribute the cards, one to each player, and instruct students to write their names (in the target language) on the cards.

2. Collect and redistribute the cards, making sure that each player gets someone else's name card.

3. Students must already know how to greet someone. Reinforce the practice of shaking hands upon being introduced.
4. Players try to find the person on their name cards by asking

¿Cómo te llamas?

Other players respond me llamo ___ (name) When two players connect, they introduce themselves, saying mucho gusto and El gusto es mio.

5. Pairs may stay together until someone else meets them or until they meet another pair of student. Each time one group joins another, players give their names and repeat the introductions.

Concentration

1. Construct a game board with 27 pockets. Number the pockets.

2. Make vocabulary cards, half with the vocabulary words labeled and the other half with corresponding pictures.

3. Divide the group into two teams.

4. The first person on a team selects a number (says it in the target language) and sees what has been chooses. The word is said aloud. The player then makes a second selection, hoping to match a vocabulary word with the correct illustration. If a match is made, the next person on the same team continues play. If not match is made, the turn goes to the other team. Play continues until all the vocabulary cards and illustration-cards are paired. The team with the most matches wins.

El juego de acciones

1. Have each player make up a sentence that combines two commands, each of which involves a different classroom item (e.g., Anda a la pizarra y dibuja un círculo).

2. Tell players they may write down their sentences if they wish, but that others should not see them.

3. Then have each row stand. The first player in a row turns and gives his sentences with two commands to the second player, who must perform them.
4. The second player turns and gives her commands to the next player to perform.

5. The game continues in this way until each player's commands have been performed correctly. The first row to finish wins the game.

*La pirámide*

1. Make copies of game sheet, one for each team.

2. Arrange the class into teams of four players each.

3. Give each team a game sheet.

4. On the chalkboard, draw a replica of the pyramid and label each section of the pyramid with the name of a word family you wish to practice.

5. Have each team copy the word category labels on their game sheets.

6. Instruct the students to place their game sheets face down.

7. At the count of three, instruct each team to turn over its game sheet and to write the words for each category in the corresponding section of the pyramid. (Spelling doesn't count.)

8. The first team to complete the pyramid with the most appropriate answers wins.

*¿Qué hora es?*

1. You will need 12 sheets of 8 1/2” x 11” paper.

2. Write one number from one to twelve on each sheet of paper. Arrange the sheets of paper in a circle on the floor to resemble the face of a clock.

3. Have two students begin the game by volunteering to stand next to two numbers on the clock. (For Beginning students, one person should always stand next to the twelve). Ask the question ¿Qué hora es? and call on a student to come to the front and answer.
4. If that player responds correctly, he or she may take the place of either player on the clock. (The new “hands” change position to form a new time).

5. The player who is leaving then asks the question ¿Qué hora es? and calls on another student to answer.

6. If a player does not answer correctly, he or she must return to the desk and you call on another student to answer.

_Simón dice_

The leader stands in front of the room and gives a command to the group preceded by “Simón dice.” Occasionally, the leader should give a command without saying Simón dice. Anyone who moves or responds to that command must sit down. The game may proceed slowly at first and then gradually increase in speed.
¿Cómo te llamas?
Speaking Activity

I. Title: ¿Cómo te llamas?

II. Background: Songs, especially children’s songs, are a fun way to practice another language because they are short and repetitive. Songs that allow substitution in the lyrics also provide ample vocabulary development.

III. Audience: A level IIA, II or higher.

IV. Outcome: Students will develop a stronger facility with the Spanish language. The relaxed atmosphere will help increase their confidence in speaking the language, and the “catchiness” of the tune will give way to unsolicited practice.

V. Task: You will be teaching (informally) a class of Spanish-speaking children a game song that is new to them. You must memorize the Spanish alphabet and begin to mentally compile names of people (men & women), places and things that begin with each letter of the alphabet. Be prepared when children discover that not all letters and sounds are usable in this game.

VI. Procedure: Teacher: 1. Review the alphabet using any method.
2. Draw/display map(s) of areas of the world where Spanish is spoken.
3. Post a list of Spanish names for reference.
4. Practice repeating the “model” phrase.

   English  “A” my name is Alice and my husband’s name is Al; we come from Alabama and we sell apples.

   Spanish “A” me llamo Ana y mi esposo se llama Arturo; somos de la Argentina y vendemos agua.

Student: 1. Taking turns, repeat the verse, substituting words beginning with each of the letters of the alphabet.
¿Cómo te llamas?
Speaking Activity
(cont’d)

VII. Suggested Time: The first few tries, 20-30 min. After a while, 10 min. should cover the whole alphabet.

VIII. Suggested Material:
• map of areas where Spanish is spoken
• list of names (boys & girls)
• pictures or lists of products from areas pertaining to map(s)

IX. Assessment:

X. Extension:
1. Use a stop watch and time each student: fastest student/team gets ?????
2. Working in pairs or groups, have students write out their rhymes, trying to use as many countries (of the target language) as possible.
APPENDIX D

SONGS
APPENDIX D - SONGS

NURSERY RHYMES AND SONGS

1) Pin uno, pin dos, pin tres, pin cuatro, pin cinco, pin seis, pin siete, pin ocho, pingüino.

2) Uno, dos, cho-tres, cuatro co-cinco, seis late-bate, bate chocolate bate, bate chocolate chocolate, chocolate, ch, ch, ch.

3) Spanish “Patty Cake, Patty Cake” - Children’s Rhyme
   Tortillas, tortillas para mamá
   Tortillas, tortillas para papá
   Las quemaditas para mamá
   Las tostaditas para papá
   Tortillas, tortillas, tortillas

4) Son, son
   Son los enanos,
   Chiquititos, veracruzanos
   Son, son, son los enanos
   Cortos de pies, largos de manos
   Los enanitos quieren camisa,
   Que se la compren con longaniza.

5) Rima de Sorteo -- Rhyme to decide who is “it”
   used the same as “Eeny, Meeny, Miny, Mo”
   De tin, Marín, de don pingüé
   Cúcara, mácara, títere, fue
   Cuchara, salero, esconde tu dedo detrás del trastero.

6) Rima de Sorteo
   Un chivo se dio un tubazo
   Y en el aire se detuvo
   Botín, botín
   Salió primero--tu compañero.

7) Rima de Sorteo
   En la calle del ocho
   Me encontré a Pinocho
   y me dijo que contara
   del uno al ocho, 1, 2, 3, 4, 5, 6, 7, 8.

8) Pollito, chicken
   Gallina, hen
   Lápiz, pencil y pluma, pen
   Ventana, window
   y puerta, door
   Maestra, teacher
   Y piso, floor.

9) Variation on a Children’s Song
   Me gustan todos, me gustan todos
   Me gustan todos en particular
   Pero este _____, ese _____ (put in animal word or any other
   Ese _____ me gusta más.  appropriate vocabulary word)

10) Me gusta la leche, me gusta el café
    Pero más me gustan
    los ojos de usted.
11) Que llueva, que llueva
la vieja de la cueva
Los pajaritos cantan,
La luna se levanta
Que sí, que no, que caiga un chaparrón
Debajo del colchón.

12) Patito, patito
Color de café
Si tú no me quieres
Pues luego qué,
Ya no me presumas,
Que al cabo yo sé
Que tú eres un pato color de café.

13) Brinca la Tablita
Yo ya la brinqué
Bríncala de vuelta,
Yo ya me cansé.
Dos y dos son cuatro
Cuatro y dos son seis
Seis y dos son ocho
Y ocho diez y seis,
Y ocho veinte y cuatro
Y ocho treinta y dos
Animas benditas
Me arrodillo yo.

14) Rhymes while hitting the Piñata
Dale, dale, dale
No pierdas el tino
Mide la distancia
Que hay en el camino
Y sí no le das
De un palo te empino.
(Lowering de rope:)
Bajen la Piñata,
Bájenla un tantito
Que le den de palos,
Poquito a poquito.

15) Spanish London Bridge (Tune is not the same)
A la víbora, víbora de la mar, de la mar,
Por aquí pueden pasar.
Los de adelante corren mucho
Los de atrás se quedarán, tras, tras, tras
Será melón, será sandía, será la fruta
Del otro día, día, día.

16) San Fermín
Uno de enero
dos de febrero
tres de marzo
cuatro de abril
cinco de mayo
seis de junio
siete de julio
San Fermín.
NURSERY RHYMES AND SONGS – Continued

17) San Serení
San Serení
de la buena vida, buena vida.
Hacen así, así los zapateros.
Así, así, así me gusta a mí.
Substitute “los zapateros” by “las planchadoras”,
“los carpinteros”, “las constructoras”, etc.
imitating the movements each will make in their trades.

18) El Viejo Pepe
El Viejo Pepe tiene un rancho, A-E-I-O-U (cha-cha-cha)
Y en el rancho tiene una vaca, A-E-I-O-U (cha-cha-cha)
Con el mu-mu aquí, mu-mu allí;
Aquí mu; allí mu; en todas partes mu-mu;
El Viejo Pepe tiene un rancho, A-E-I-O-U (cha-cha-cha)

19) Las Mañanitas
Estas son las mañanitas
que cantaba el rey David,
A la muchachas bonitas
se las cantamos así.
Despierta, mi bien despierta
mira que ya amaneció,
ya los pajaritos cantan,
la luna ya se metió.

20) Fray Felipe
Fray Felipe, Fray Felipe
¿Duermes tú?, ¿duermes tú?
Toca la campana, toca la campana
¡Tan, tan, tan, tan, tan!
APPENDIX E

CULTURE CAPSULES
INTRODUCTION

Everyone knows that the Japanese, Africans, and the Hindus have cultures and ways of life that are very different from the American. There are, however, so many Hispanic people living in the United States, that it is frequently assumed that the only major differences between the Spanish speaker and the American is the language that they speak. There are, in fact, hundreds of different ways in which the two cultures are not alike, and as a result, great misunderstandings can be created if you and the Spanish speaker do not realize how and why you are different. To help you understand the Spanish speaker better, you will find hereafter short descriptions of some significant differences between Hispanic and American culture. Read these carefully and eventually you will have a deeper understanding of how you and the Spanish speaker differ. Here is an example. The Spanish speaker has a very different attitude towards animals than most Americans. The American may keep almost any type of animal as a pet. Many people keep dogs and cats as household companions, and each animal is given a name, the way the human members of the family are. There are, in addition, pet stores, animal hospitals, pet beauty salons, and even special graveyards for pets. The Spanish speaker, in sharp contrast, has no word at all for pet and frequently does not even give names to animals. Moreover, he carefully keeps animals and people clearly separated in his mind, and it is generally considered improper to describe human speech with verbs used to describe animal noises, such as *growl*, *bellow*, *roar*, and *hiss*. As a result, few words in the Spanish vocabulary can be used as impolite substitutes for “to say.” In the same way Spanish has two words for “foot,” one for people (*pie*) and another for animals (*pata*), and when a person sticks his nose (*nariz*) into someone else’s business the word used is *hocico*, the equivalent of a “snout.” In general it is considered derogatory to use animal terms to describe people.

When the people of two different cultures first come into contact with each other, what each group usually notices first are the differences in customs and attitudes. It frequently happens that a custom which is so common in one culture that is hardly noticed is considered to be rude, ugly, obscene, or immoral in the other. When a member of the other culture observes this custom he frequently suffers what sociologists and anthropologists call cultural shock. You believe, for example, that drinking milk is wholesome and proper. In contrast, for the people of one African tribe, this is something filthy because they put cow’s milk in the same category as urine. Similarly, most American males think nothing of showing a bit of bare leg between the top of their sock and the bottom of their trousers when they sit down and cross their legs. This is obscene in Indonesia. In the same way, many American business men do not hesitate to sit down on the edge of somebody else’s desk. This is considered rude in Latin America. Kissing is a common way for couples in America to show affection. This custom shocks most Japanese and is frowned on in the Hispanic world when done in public.

You have, perhaps, suffered some cultural shock as you have read these cultural notes. You must keep in mind that you do things that are just as shocking to the Latinos. They are shocked by American girl tourists who tour their churches in slacks and do not cover their heads before entering. The more religious are shocked when these same tourists nonchalantly walk by the altar without genuflecting (bending the knee in sign of reverence).

The culturally sophisticated person quickly recovers from these shocks and rapidly learns to accept the behavior of the natives of each culture in terms of their own standards. At the same time, such a person also learns not to do those things which seem natural him, but shock the other people, when he is in their country as a guest. This is the meaning of the old saying, “When in Rome, do as the Romans do.”

When the Spanish speakers came to their part of the New World, they came as conquering armies. For a long time no Spanish women came to the New World and, as a result, the soldiers who stayed often married Indian women and their children had a mixture of Spanish and Indian blood. In many countries of Latin America today the majority of the people have some Indian blood.

In contrast, when the early settlers came to the United States, they brought their families with them, and as you already know, they drove the Indians off their lands. Because the Indians continued to fight the settlers until late in the 19th century there was almost no intermarriage between the two groups until the present century.

Certain people in the United States have been struggling with the problem of who is a Black. The question, you should notice, is never “Who is white?” because from the first, popular opinion considered anyone with any black ancestry to be a Black.

In Latin America there were never any laws prohibiting marriage between the Spanish and the Indians and there are, as a result, millions of people who have Indian ancestry. The Latinos, nevertheless, are preoccupied with who is and who is not an Indian. Strange as it may seem, in Latin America a person who has an absolutely pure Indian ancestry may not be an Indian at all. In Bolivia a pure Indian may be classified as white when he acquires a certain level of education and economic status. The same is true for Mexico where the shift may be accomplished by shifting from Indian costume to store-bought clothes. One Mexican once jokingly defined the difference between Indian and white by saying, “Anyone who wears shoes is not an Indian.”

A major difference between Hispanic and American culture developed from the fact that the Indians in Latin America were mostly farmers who lived in one place while almost all the Indians in the United States were hunters who moved about in search of game. When the early Americans came, they drove the Indians from their lands so that they could be farmed; and after the Indian wars of the last century, most of the tribes were forced to live on reservations. Today there are still many tribes which live on reservations and have a culture which is still Indian, not modern American.

Idem., p. 176
Although a great many Indians in the United States still live on reservations and preserve some features of their ancient culture, they have accepted many forms of American culture. For example, they have cars, radios, and television sets, which they buy with American money. In contrast, there are many Indians in Latin America, especially in Peru, Bolivia, and Brazil, who live completely outside of the money economy. This means that they never earn any money and that they acquire whatever they have by bartering. There are no stores or shops in their villages because there is no money to buy things, and as a result, they never get many of the very common things that you take for granted. Most of them never have shoes or store-bought clothes; some use almost no clothes at all.

APPENDIX E

Culture Capsules

Introduction

I. Miscellaneous Topics

1. Crafts
2. Greetings
3. Marriage
4. Machismo
5. Clothing
6. Transportation
7. Houses
8. Streets
9. Family and Friends
10. Spanish Foods
11. Table Etiquette
12. Health
13. Mourning
14. Superstition
15. Numbers
16. Shopping
17. Bargaining
18. Use of Proper Names
19. Forms of Address
20. Meaning of Time
21. World of Work
22. Language: Tone and Meaning

II. Body Language: Nonverbal Communication

III. Holidays

IV. Praises Hispanos
I. Miscellaneous Topics

1. CRAFTS

When the Spaniards took over the New World, they did not totally destroy the Indian civilization. There are still many villages which are completely Indian and some in which the people do not speak Spanish. As a result, folk traditions, customs, and art have survived. The silversmiths of Mexico and Peru are famous for their craftsmanship, and each country that has a large Indian population produces its own special artifacts: pottery, blankets, leather work, etc. In the past, these home industries produced articles primarily for local use. With the growth of tourism, new markets opened up and modifications in designs began to develop. Today many craftsmen produce imitation handicraft articles which sell almost exclusively to tourists. In the areas where there are ruins of ancient Indian civilizations, the craftsmen make copies of original art objects which are sometimes sold to the unsuspecting tourist as originals.

2. GREETINGS

When a great many Americans and Spanish speakers meet for the first time, they have trouble establishing friendly relationships. The Spanish speaker thinks the American is cold and standoffish, and the American thinks the Spanish speaker is trying to be too intimate too soon. What neither realizes is that the two cultures have very fixed customs on how close two people should stand to each other during a normal conversation. When two Spanish speakers, either males or females, talk to each other they stand about 16 inches apart. For the average American this distance is commonly only for sweethearts or two persons discussing something very intimate or secret. In ordinary conversation Americans may stand two or three feet apart. Until the members of each culture understand this difference, each gets a wrong impression of the intentions of the other, and they have trouble trying to establish a friendly relationship.

It is quite customary in the United States for married couples or sweethearts to greet each other after a long absence with a hug. In the Hispanic world after similar absences, men often greet each other with a big hug, called un abrazo (embrace). It is also common for men friends to end a letter with Con un abrazo (With a hug). It is considered quite proper for grown men to hug each other; in Russia men friends sometimes hold hands when they go for a walk together. If you react negatively to these customs, the sociologist says you are suffering from “cultural shock.” This means you are not ready to accept the notion that behavior patterns that are taboo in our society may be very acceptable in another culture.

When a Spanish speaker joins a group of people at a table in a cafe or at a party, he shakes hands with each individual and greets each one personally. He also shakes hands with everyone when he leaves the group. Because of this many Spanish speakers consider Americans impolite because the often just say “Hello” or Good-bye” to a group and do not always shake everyone’s hand.

Idem., pp. 407 (B), 318 (B), 338, 323 (B).
3. MARRIAGE

In the United States a couple that wishes to get married has a choice between a civil and religious ceremony. In the Hispanic world it is customary to have both ceremonies. The couple is first married in the civil ceremony and then in church, where they receive the marriage sacrament. In the remote rural areas and in the city slums it is not uncommon to dispense with both ceremonies. It is this tradition which gave the original meaning to casarse con: to house oneself with.

4. MACHISMO

The American male takes it for granted that he is a male, and he does not feel insecure doing some things that by tradition are done by women. The American frequently likes to cook, often does not object to doing the dishes, and carries groceries to the car without giving the matter a second thought. Spanish speakers, in contrast, are muy macho (very much a male), and many of them believe it is undignified to do anything that is woman’s work. Those who believe this will not carry a baby on the street or even a grocery bag. Many would not even think of doing the dishes or sweeping the floors. There is, consequently, a sharp contrast between what a man and a woman may do in the Hispanic world. In the United States there exists a custom which is rarely talked about, but which is followed with very considerable consistency. This custom says that a man should be as tall or taller than his wife. A very large majority of Latin men are short, and as a result, many Latin wives are taller than their husbands. It is considered impolite to mention this fact to the individuals concerned.

In the American theatrical tradition, the man and nasty villain generally has a mustache and the clean-cut hero who saves the girl is almost always smooth-shaven. In the Hispanic world, a mustache is traditionally a mark of masculinity, the sign of a true man. As a result, the villain in Spanish movies is usually smooth shaven and the good here wears a mustache.

The gun has played a very different role in the history of the Hispanic world and the United States, and there are variations in the development of the vocabulary of the two languages. In Latin America, excepting the periods of Conquest and Independence movements, guns played a fairly minor role and most have never even owned one. In contrast, during the settling of most of the United States the possession and use of firearms was widespread. As a consequence, there are in American English many “gun” words which have no equivalent in Spanish. When something goes wrong in a shop, the boss sends for a “troubleshooter.” If he is a very important person, he is a “big shot,” but if he fails, he is a “dud.” If he is honest, he is a “straight shooter” who sometimes tells the workers that they need to “raise their sights.” If the troubleshooter is successful, the company buys his suggestions “lock, stock and barrel.” You could probably think of many other examples of this type of “gun” vocabulary if you tried. If would be almost impossible for a Spanish speaker to come up with even one.

5. CLOTHING

A great many American tourists find the long, flowing skirts of the Indian women of Latin America (and the United States) to be quaint and something typically Indian. What these people do not know is that the Indian women of the New World did not wear skirts before the Discovery. When the European women came here, the Indians began to dress like them. Since all women wore long skirts at the time, the Indians did the same thing. The difference is that the Indians have kept up the custom while the city dwellers have changed their styles to match those of Paris or New York. The “typical” Indian dress, in short, is not Indian at all. It is an inheritance of the European styles of the sixteenth and seventeenth centuries.

A good deal has been said in these cultural notes about the Indians. It should be mentioned that in Argentina and Uruguay there are almost no pureblooded Indians anymore. The population of most of Latin America is made up principally of mixtures of white, Indian, and Negro, with percentages varying from one region to another. This is largely dependent on factors of climate and history. Most of the population is mestizo (mixed Indian and white), and in some places the differences between mestizo and Indian is in the types of clothes worn, and occasionally the language(s) spoken.

There are in the United States certain restaurants and places of public entertainment where men are not admitted without a necktie or a coat and, in general, men wear a necktie and a coat to church and other formal meetings. In these same situations sports clothes are generally considered improper. The same customs exist in the Hispanic world, but the restrictions are much more generalized. More restaurants require coats and ties. In general, sports clothes are worn only for sporting events and, as a result, many Latinos react negatively to the American tourists who wear sport shirts on the street. In some places tourists are not allowed in churches without a coat, and many people are shocked when American women tourists visit churches in slacks. In both cultures, custom usually requires women to cover their heads in Catholic churches. Many American women wear hats. This is not done in the Hispanic world. They cover their heads, instead, with a veil (velo), scarf (pañuelo), or a mantilla. In most of the United States teenage girls and women think nothing of going to a store or to a party by themselves after dark. Except for the great metropolitan centers, in most of Latin America a teenage girl does not leave the house after dark unless escorted by a parent and a woman does not go out unless escorted by her husband or a relative. In many places it is considered immoral for a woman to be on the street alone after dark.

Idem., p. 433 (B), p. 275 (A), pp. 458, 469 (B).
6. TRANSPORTATION

The United States has been characterized as an extremely mobile society. There are highways and roads that lead just about everywhere, and every day thousands of people use cars, buses, trains and planes to move about. Communications media are also very highly developed, and the gradual result of all this is a breakdown in regional loyalties and differences. In many parts of Latin America, however, communications are not so highly developed, and transportation is still a major problem. This is in part due to local geography and climate, and many millions of people rarely if ever travel very far from their homes. The frequent result of this is a strong sense of regional identification; historically, this in part explains the formation of so many small countries, each with their fixed prejudices against people of other regions. There are often great differences in customs, social mores and even dialects. In fact, linguists have discovered areas where people on opposite sides of town exhibit noticeable differences in speech. An expression exists in Spanish, *la patria chica*, “the little home-country,” which defines the area in which one is born and to which one owes the greatest emotional attachment. This expression is more like “home is where your heart is” than is the contrasting English expression “home is where you hang your hat.”

The capital of the state of Alaska, Juneau, can be reached in only two practical ways: by plane or by boat. It is impossible to get to Juneau by road because no road leads to Juneau. This seems strange to most Americans because almost every town and village in the continental United States can be reached by car. Latin America, like parts of Alaska, has many towns that can be reached only by boat or plane and a great many villages can be reached only by foot or horseback. Many people in these villages live their whole lives without ever being farther away from home than a long day’s walk.

7. HOUSES

In the United States, the majority of people who are well-to-do live in the cities. About two million of these people have a second home in the country which is used for weekends and vacations. In Latin America, the rich are mostly owners of great estates or *haciendas*. A great many of these people have a second home in the nearest big city or the capital of the country. In the United States people want to escape from the big cities to the country. In Latin America they want to escape from the country to the cities.

Idem., pp. 162, 169 (A), p. 88 (A)
8. STREETS

In most American small towns or villages the streets have names. There is Main Street or First Street, etc., and usually, signs on the street corners which give these names. In many Latin American small towns and villages (and even in some larger towns) the streets are not named. As a result, when a stranger wants to find somebody’s home he has to be directed by landmarks such as “go to the church, turn left to the banana grove, then cross the bridge to the right, and stop at the house with a broken green shutter on the left upper window.”

In most American buildings the first floor is the ground or street floor. In contrast, the primer piso (first floor) in Hispanic buildings is regularly the equivalent of the American second floor. The ground floor is the piso bajo (low floor), and the top floor is the piso alto (high floor).

9. FAMILY AND FRIENDS

In many American families the use of familial titles such as aunt, uncle, brother, sister, cousin, etc., is rapidly disappearing. Most people still use grandmother (gramma), grandfather (grandpa), father (pa, dad), and mother (mom, ma) in addressing their elders, but first names only are commonly used in talking to other members of the family, especially when the age difference is small. This custom upsets many Latin Americans who visit the United States. They feel that this is disrespectful and that American parents are not bringing up their children properly.

In American homes it is a fairly common practice for the members of a family to say “good morning” to each other when they meet for breakfast. For many Latinos this is a strange custom, for they use Buenos días only to greet a person who comes in from outside or when they meet a person on the street.

10. SPANISH FOODS

It is well-known that each culture has its own favorite foods and dishes. Although Americans eat pizza, wieners, and Chinese food, the traditional dishes are meat, potatoes, apple pie, chicken, turkey, hamburger, bread, butter, etc. In Spain butter is quite uncommon. They much prefer olive oil. In Cuba the traditional meat for Christmas dinner is pork. In many parts of the Hispanic world, kids (young goats) are considered a delicacy. In tropical countries the natives eat monkeys. Corn is not a staple in the Peninsular (Spain) diet; it is replaced by rice or potatoes. Rice, corn, beans, and potatoes are common in most of Latin America. The tortillas of Mexico are made from corn flower.
What each group considers a delicacy is often surprising to the other. Ice cream and Coca Cola® are found in every country, but many people drink their Cokes \textit{di tempo} (at air temperature). Cokes and cookies are so foreign in some places that there are no words for them in Spanish. A favorite dessert is like a rich custard called \textit{flan}, something for which we have no word. The same is true for \textit{paella}, a dish made of rice and different meats and fish. In Mexico there is a rather large worm which grows on the \textit{maguey} plant. These worms are harvested, fried crisp, and sold by street vendors as a special delicacy. The vendors stand on street corners with the worms in a small paper bag tied with a loop of string attached to each finger. They hawk their wares by calling out \textit{gusanillos} (the diminutive of \textit{gusanos} which means "worms.")

When most Americans think of Spanish food they are usually thinking of the extremely hot, spicy food of Mexico. This is not typical for the rest of the Hispanic world.

\section*{11. \hspace{1cm} TABLE ETIQUETTE}

The Hispanic and the American tend to exhibit very different habits when they eat a meal. In the average American home all the food for a meal, except dessert, is commonly put on the table at once, and a person helps himself to a little of everything and begins to eat. For elegant meals, especially when there are guests, an appetizer is served before the meal, then there is a soup or a salad, followed by the main meal, and, finally, dessert. A great many people in the Hispanic world tend to follow this second pattern regularly, that is, each dish is eaten separately or in a rather strict combination with other dishes. What may be eaten along with something else reveals a marked contrast in eating habits. In both cultures meat, fish, vegetables, rice, and bread are frequently eaten together. In both cultures fruit and other sweet things are served as a dessert. It is, indeed, a rare American, however, who eats apple pie along with meat and potatoes. A great many Latinos, as well as other people in parts of Europe, carry this tradition farther. They eat nothing sweet with their meat. Many Americans, in contrast, eat jelly along with meat, use sugar on rice that is eaten with the meat, or put honey on their bread. This is as strange to many Latinos (and certain Germans) as eating meat and apple pie simultaneously is to the average American.

In the United States children and many adults drink milk with their meals. Adults often drink coffee or tea with their meals. In the Hispanic world, coffee and milk are not regularly served with the meal. Coffee is drunk after the meal. During the meal the common drink is water or a table wine. In some families the children are allowed to have wine with meals. Many children are also allowed to drink \textit{cafe con leche}, that is, hot milk which is flavored with very strong coffee, and most people drink this at breakfast. In many American homes, the children are trained to eat everything that is put on their plate. When Americans carry this custom over into the Hispanic society, they give some people the impression of being gluttons. A guest in a Hispanic home is often expected to leave a portion of something on the plate. This is considered proper etiquette and does not insult the hostess.

Idem., pp. 248, 309 (B), 577 (B), 561, 541 (B).
Americans usually have only three meals a day: breakfast, lunch, and dinner. For most people, lunch is at noon and dinner is around six o’clock in the evening. A great many Spanish speakers, in contrast, regularly have four meals a day: breakfast, lunch, *merienda*, and dinner. The reason for the fourth meal (*merienda*) is that dinner is served very late in the evening (sometimes as late as 10 o’clock) and the *merienda* is something like an after-school snack or our five o’clock tea. The Spanish breakfast and *merienda* are light meals. Their lunch and dinner are both heavy meals. The American custom of having just a sandwich for lunch seems strange to the Spanish speaker, and only restaurants that cater to tourists normally have sandwiches on their menu.

The heavy noon meal makes people sleepy, and this helps explain the Spanish habit of taking a *siesta*. And, of course, having an afternoon nap explains why so many people stay up later at night than most Americans.

In a great many homes in the United States, it is considered very impolite to eat with both hands on the table. According to high etiquette, you are supposed to keep one hand on your lap while you eat. In the Hispanic world, keeping one hand hidden while you eat is very impolite. To be polite you must keep both hands on the table, resting your wrists on the edge.

Visitors from Latin America who come to the United States are often bothered and upset by the fact that a great many restaurants and cafes in this country do not have tablecloths on their tables. Some have bare tables; others just use place mats. In contrast, a tablecloth is used in most respectable restaurants of Latin America, and it is a *must* of etiquette when guests are invited for dinner in Spanish homes.

1 Let’s pretend you are eating a steak. To cut off a piece you use your knife and fork. In which hand do you normally hold the fork?  (1) right (2) left. You have now cut off a bite size piece of the steak. What do you normally do now?  (1) You pick up the piece with the fork in your left hand and put it in your mouth.  2 You put down your knife, shift the fork to your right hand, then pick up the meat with the fork and put it in your mouth. If you are a typical American, you shift the fork to the right hand and then pick up the meat.  3 A great many Spanish speakers follow the European custom of not changing the fork to the right hand. They cut whatever they are eating while holding the fork in the left hand, and then with the fork (still in the left hand), they put the food in their mouth. The opposite custom is so typically American that during World War II an American spy was caught in Germany by a counter agent who observed him eating in the American fashion.

The manufacturers of breakfast cereals in the United States spend a lot of money suggesting that fruit mixed with cereal makes a delicious breakfast. Many Americans put slices of banana in their cereal or eat banana with sugar and cream. This would horrify most Cubans who firmly believe that eating bananas with milk or cream will make one sick.
The bananas that you eat are not tree-ripened. When the stalks are taken from the trees, the bananas are a deep green. They “ripen” to their yellow color in the warehouse. In the tropical countries of Latin America there is a common type of banana plant called plantain which is rarely seen in the United States. This banana is more angular than the one you are accustomed to, and when ripe, it is a yellowish green. This is a staple item of diet for many people. In contrast with American custom, this banana is not eaten raw. It is usually fried or cooked.

In the United States electric companies frequently try to get more business by advertising to the housewife that she no longer needs to cook over an open flame, that is, with a gas stove. In 1969 there was being sold in Spain a special pan for cooking a common dish called paella. With the pan came a recipe in several languages. At the end of the recipe was the statement: cook over an open wood fire.

12. HEALTH

In most of the United States when a person becomes very ill he goes to see a doctor and when he is seriously ill, he goes to a hospital. In a great many parts of Latin America, there are neither doctors nor hospitals, and as a result, when a person becomes sick he goes to see the curandero. The curandero has no formal education or training in medicine and is sometimes very much like a witch doctor. Occasionally a curandero discovers from experience real cures for certain diseases and modern drug companies will often send out expeditions to find out what curanderos use for medicine. The ancient Indian curanderos discovered that digitalis is good for heart trouble and that quinine will cure malaria and reduce fevers. Most of their “prescriptions,” however, are useless, but the patient often feels better and even gets well simply because of the attention paid to him.

13. MOURNING

The custom of wearing black mourning clothes when a member of the family dies is gradually disappearing in the United States. The same thing is happening among the men in Latin countries who now often show their mourning simply by wearing a black arm band. Middle and upper-class women, in contrast, still frequently wear black; and because the death rate is high, the proportion of women in black that one sees on the street strikes many Americans as strange.

The people who are very devout and strongly traditional believe that mourning clothes should be worn for at least a year. They also believe that when a man’s wife dies, he is not showing proper respect for her if he remarries before the end of the year of mourning. In reverse, it is generally considered improper for a man to pay court to a widow who is still wearing the mourning black.
14. SUPERSTITION

Among the superstitious people of the United States, Friday is considered to be an unlucky day, and Friday the thirteenth is the unluckiest day of all. In the Hispanic world the unlucky day of the week is Tuesday. Superstitious people feel that one should not undertake enterprises on Tuesday. This belief is expressed in a well known saying, *En martes, ni te cases ni te embarques*. The translation is *On Tuesday, don’t get married or start a trip*.

15. NUMBERS

There are still many ways of writing numbers in the world today, but the one used by mathematicians everywhere came to Europe from India after the Arabs conquered most of the Spanish Peninsula in 711 A.D. Since the Arabs introduced their way of writing the Hindu numbers into Europe, we still speak of these numbers as Arabic numbers. Some of the Arab mathematicians tried to make each number have the same number of angles as the number itself. So 3, which originally was the written form Ξ, took the shape of with three angles as numbered above. To make 7 have seven angles it was necessary to use two bars, one across the middle ʔ and another at the bottom ʔ. Part of this old Arabic symbol is conserved in Spanish writing today, that is, the seven is still written with a bar: ʔ. What Americans write as a seven (7), consequently is frequently read as a 1 by a Spanish speaker, and great care is needed, for example, when writing checks.

16. SHOPPING

There are many types of shops in the United States which sell only one class of items: shoes, dresses, hats, lampshades, etc. It is hard, however, to find a drugstore that sells only drugs, a grocery store that sells nothing but food, or a fruit shop that sells only one kind of fruit. In the Hispanic world the shops and stalls in the markets tend to be more specialized. Drugstores tend to sell only drugs, a hat shop may sell only one type of hat, and in the public markets each stall keeper usually sells only one type of item. This is especially true in the sidewalk markets, because the salesperson is often the one who has produced the item being sold.
17. **BARGAINING**

In most American stores everything for sale has the price marked on it. Except during sales, this price is fixed and the customer does not argue over it. In the large stores and supermarkets of Latin America the prices are also fixed. However, in small shops and the market place, the prices are rarely fixed. The buyer must haggle with the seller. The seller usually begins by setting a price according to what he thinks the customer can afford. After that, the bargaining becomes a kind of a game of wits and patience to see who gives up first. Many American tourists do not understand the unwritten rules of this game, and as a result, they often settle for a price that may be many times higher than a native would pay for the same article. One knowledgeable tourist once bought an ashtray from an Indian craftsman for 50 cents. His friend happily paid two dollars for the same article.

The word for this bargaining process is *regateo*. The verb is *regatear*.

18. **USE OF PROPER NAMES**

In both English and Spanish there are common adjectives which are also used as last or surnames. Some are the same, *Brown (Moreno), White (Blanco)*, but many do not match. Spanish does not generally use *Black* or *Green*, while English does not use *Rojo* (red), *Rubio* (blond), *Bello* (beautiful), *Caro* (expensive) or *Calvo* (bald).

Most American girls called *Dolores* probably do not know that the word comes from Our Lady of Sorrows (*Nuestra Señora de los Dolores*) and the majority of *Lindas* are probably unaware of the adjectival meaning “pretty.” In Spanish there are many first names which would sound extremely strange in English. Boys for example, may be named *Severo* (severe), *Modesto* (modest), *Justo* (just), *Candido* (candid), or *Amado* (loving). Girls may be called *Dulce* (sweet), *Pura* (pure), *Clara* (clear), *Bárbara* (barbaric), *Blanca* (white), *Celeste* (heavenly), or *Modesta and Candida*. When an adjective has two forms (*Modesto, Modesta*), the form ending in *o* is a boy’s name; the form ending in *a* is a girl’s name. The name, like a common adjective, agrees with the sex of the person bearing it. Diminutives may also be used as a name: *Blanquita* (from *blanca*).

When a person does not know the name of a shoemaker or a carpenter, it is socially acceptable in English culture to address him as Mr. carpenter or Mr. shoemaker. It is this custom which accounts for the fact that *mason, baker, cook*, and many more words like them may be found in both the dictionary and the telephone directory. In the Hispanic world it is also proper to address a man as *Sr. carpintero*, but the translations of the above English name words (*carpintero, zapatero, albañil, panadero, cocinero*) are not used as proper names as frequently as in English.
The phonemic structure of Spanish words, however, makes it possible to do something in Spanish which is impossible in English. When it is customary for only men to follow a given trade or occupation, words like carpintera and zapatera translates as wife of the carpintero, the wife of the shoemaker. The use of these forms, once universal, is today largely restricted to small towns in the rural areas.

In both cultures there are social rules which govern who may and may not use diminutives. People of all ages and both sexes may use the diminutives of given names to show friendliness or affection (Pancho > Panchito, Ana > Anita, John > Johnny, Juan > Juanito). A child or a woman may say horsie, but a grown male, and especially a cowboy, is not likely to use the word. This would be childish. Similarly, women may say dearie, but men use it less. In Latin America the diminutives are used much more frequently by women and children than by men. From the point of view of the Peninsular Spaniards, however, the Latin Americans overwork the diminutives, and there are quite a few which are not used in Spain at all; for example, adiosito (bye-bye) and nadita (hardly nothing), which are largely confined to Mexico.

Many American entertainers are astonished and upset when they first play before a Latin American audience. The audience frequently whistles at them noisily, and often, this is interrupted as a sign of displeasure. In actuality, this means that they liked the performance. Both whistling and clapping of hands are ways of showing approval.

19. FORMS OF ADDRESS

The disappearance of thou and ye forms of addressing English reflects a change in society. Speakers of English gradually came to feel that everyone, friends and strangers, could be treated alike. The preservation of the tú / usted contrast in the Hispanic culture goes hand in hand with an attitude toward people in general. Although every society is divided into in- and out-groups, in the Hispanic world the in-groups tend to be much smaller and the members of the out-group are treated with much more distrust and suspicion. New friendships are formed slowly and considerable tension develops when people have to do serious business with strangers. This fact is so well known to European businessmen that their representatives often spend months in a Latin country before they attempt to do business. During this time, they arrange to meet their counterparts socially, to work on establishing confidence, and on becoming a member of some in-group. When this has been accomplished, they can do business with friends who can put them in contact with their friends. Americans, in contrast, have no hesitation in doing business with total strangers and frequently find it easy to shift to a first name basis in a very short time. It is probably true that the great development in the United States could not have been achieved without the ability to learn to work with strangers easily. The great industrial combines, the huge research centers, and the enormous governmental agencies require close cooperation of many people who hardly know each other. Conversely, it is also probably true that one of the factors that has held back a comparable development in the Hispanic world has been the cultural tradition that makes it difficult for the people to cooperate with confidence with persons who are not close friends.
In the United States a great many young people believe that persons over thirty are squares and conformists. These same young people find the social customs and mores of their elders old-fashioned or irrelevant and they try to establish the identity of their own generation by being different and by breaking away from the old social customs.

The Spanish speaker, who places much more emphasis on individualism than the American, is simultaneously much more of a social conformist than the older generation in the United States. The grandmothers of many of the young today were the flappers of the 1920's who wore short skirts, smoked cigarettes, and scandalized their elders. There were no flappers in the Hispanic world. The mothers of these same young people made slacks popular and the fathers took to wearing loud sport shirts. Both are generally frowned on in Hispanic society.

The titles of address which you have learned (señor, señora, señorita) are used like their English equivalents, with last names. They may also be used in speaking to anyone who is old enough to be addressed with a formal title and in addressing a person of any social class. In contrast, Spanish has two titles, don and doña, which are used only with first names and which originated as class titles, that is, were used only as titles of respect for the nobility. These titles are no longer reserved for just the nobility, but unlike the other titles of address, they still indicate either a difference of social class or a high degree of deference or respect. Thus, a person of a higher social class does not normally use don or doña in speaking to a person of lower class.

These titles, like tú and usted, permit a kind of interpersonal reaction which is impossible in English. They are used when two people are too intimate to interact on a last-name basis, but not intimate enough to be on a first-name basis. In general, however, only one of the two people in a conversation uses don or doña in addressing the other. Thus, a highly respected scholar may be addressed as don Felipe by his colleagues. Similarly, the owner of a ranch may address all his employees as tú, calling them by the first names, while they, in turn, use don and his first name, and usted.

One cannot get a deep understanding of Hispanic culture until one is thoroughly aware of the fact that the use of tú, usted, don and doña establish very special social relationships between people. English approaches this kind of relationship only in very special cases. For example, the nurses in a clinic may address a doctor with whom they are very friendly as “Doctor Jim.”

According to American etiquette, one always says “ladies first,” and a speaker addressing a mixed audience begins with “Ladies and gentlemen.” Many Latinos are upset because American girls and women often do not wait for them to open doors or stay in a car until they get out and open the door for a female passenger. Nevertheless, when a Spanish speaker addresses a mixed audience, he begins with Señores y señoritas.

Idem., pp. 343, 302 (B).
20. MEANING OF TIME

Americans, by and large, are slaves to the clock and to unwritten social rules which are tied to the clock. It is expected that you come to class on time. If you don’t, you may get a tardy mark. Conductors get annoyed if people come late to concerts. You must get to the doctor’s office at the appointed hour or you may miss your turn or upset his schedule. Every effort is made to be certain that trains, buses, and planes leave on time. One must check out of hotels and motels at a certain time of day or pay an extra day’s rent. People buy things on a time payment plan. And, in addition, there is an unconventional but general agreement that the importance of the person with whom you have an appointment determines how much you arrive ahead of time to keep the appointment. Because we are afraid of being late, we give ourselves more time in proportion to the importance of the person we are to meet. The more insecure a person is, the earlier he arrives. Many people go to the airport an hour before their plane is to leave.

The Latinos are much more nonchalant about arriving on time. Millions of them do not even own a watch or clock and many live a life which is almost totally unregulated by clocks.

Guests may arrive for dinner an hour late and no one expects an apology. Teachers are frequently late for classes. Knowledgeable people call the railroad station or airport before going to meet arrivals because trains and planes are often behind schedule.

The following anecdote clearly reveals the difference in attitude toward punctuality. A North American living in a Latin country had a date to go to the theater with a man and his wife. Because of heavy traffic there was a delay, and upon arriving five minutes late he found the couple gone. On next meeting they explained their action in this manner. “We are so accustomed to having you arrive ahead of time, we just assumed that you couldn’t make it. So we left.”

In the United States it is often said that “time is money.” A great many Americans feel that time should not be wasted and that things should get done as soon as possible and, moreover, with as much dispatch as possible. This attitude produces a style of life very different from that in the Hispanic world.

Almost all human affairs in the Hispanic culture are conducted with more ceremony than in America. Introductions and farewells are more elaborate. The Spanish speaker very frequently uses more words to say the same thing as an American. Ordinary meals are frequently like dinner parties in America. The signature to formal letters are often elaborate and, by American standard, stilted and overdone. There are more rituals to be observed in almost all social situations. In businesses it takes longer to get to the point. For the American who is not accustomed to all this the Latin seems to lack directness and, often, normal behavior is interpreted as a sign of insincerity. The Latin appears to be putting things off.

*Idem., pp. 223, 186 (A)*
For a very long time the siesta, or afternoon nap or rest period, has been a special feature of Hispanic culture, especially in the hotter countries and during the summer. This custom, however, is gradually disappearing. Very few young people take the siesta. In many places, however, the shops still close down between two and five, and as a result, remain open late in the evening. There are other remnants of the custom. In general it is still not considered proper to make social calls during the siesta hours. Many social functions still begin late in the evening, especially formal dinners, and many people still believe that there should be a rest period of some kind during the hot part of the day. Thus in Southern Spain the siesta is considered as something necessary to maintain health.

In the United States almost no one believes that it is dangerous to go out at night. In most of the Hispanic world there are people who believe that the night air, el sereno, is harmful to one’s health. El sereno is believed to damage the lungs and to cause a variety of illness. As a result many people will go out at night only in an emergency while others cover their nose and mouth with a handkerchief until their system get used to el sereno.

21. WORLD OF WORK

The great development of industry and commerce in the U. S. makes American culture different from Hispanic culture in many ways. One of these differences is seen in what is taught in the schools. Most American schools offer courses designed to prepare one for making a living. In many high schools there are courses in machine shop, woodwork, economics, typing, bookkeeping, etc. In college there are frequently courses given in business management, computers, marketing, advertising, etc. Courses such as these are not taught in the equivalent schools of Latin America, but rather in specialized trade and business schools. Latin American universities generally offer only courses in the humanities, and the three practical courses most commonly found are law, medicine and engineering.
22. LANGUAGE: TONE AND MEANING

You were told that English has four pitch levels while Spanish has only three. Let’s see what bearing this has on intercultural communication and, also, on what you still have to learn.

The vast majority of speakers of both English and Spanish do not know that the two languages have a different number of pitch levels and most teachers, as a result, teach the opposite language with the pitch levels of their own language. Here are two examples of what happens when this is not understood.

A Latin American who married an American girl lived in this country several years before he discovered why his wife insisted that he always got up grouchy. For years he protested, saying that he almost always awoke up feeling very cheerful. His wife refused to believe him, and this misunderstanding was not resolved until he discovered that he always said, “Good morning,” with only the two pitch levels of Spanish, those used in English when you are grouchy or annoyed.

A very beautiful talented and highly cultured young woman from a Latin country found a job in the United States in an exclusive jewelry shop as a salesgirl. Although she knew how to deal with people most graciously in her own culture and spoke English quite fluently, she was, to the confusion of everyone, an immediate failure and had to give up the job. The explanation was eventually found in the fact that she spoke English only with the normal pitch levels of Spanish, and the customers all thought her boring and totally indifferent to their needs.

Unless you are careful, you are going to speak Spanish with the four pitch levels of English. Spanish speakers will believe that you are “pushy,” overemphatic, domineering, rude, or peculiar.

Very few people are aware of the fact that there are about 250 American Indian dialects that are spoken in the United States. However, the number of people who speak an Indian language is small (about 300,000), and many Americans go all their life without even meeting real Indians or hearing them speak in their own language. This situation is very different in Latin America. In Guatemala, Peru, and Bolivia more than half of the population is Indian. Almost half the population of Ecuador is Indian, and more than 10 percent of the population of Mexico, Venezuela and Colombia is Indian. In Paraguay almost everyone speaks Spanish and Guarani, the local language.

In Peru and Bolivia nearly half the people speak no Spanish at all, and in many other countries there are also people who speak no Spanish.

No one knows precisely how many Indian languages are spoken in Latin America. One author calculates that in South America alone there are 558 Indian languages. There are 52 in Mexico and 20 in Guatemala. Only one of all these languages has a literature. It is Guarani, the Indian language of Paraguay.
II. BODY LANGUAGE:

NONVERBAL COMMUNICATION
¡Espera!  
Wait!

Hold either hand, fingers up and palm out, the way a policeman directs traffic to stop.

¡Perfecto!  
Perfect!

Hold right hand in front of you and bring the thumb and index finger together to form a circle or O. The hand is frequently given a quick shake and then brought quickly to a still position. We use a similar gesture in English to mean the same thing.
¡No!  
No!  
(a negative response)  
Wave index finger of either hand from left to right at just below shoulder height, pivoting at the elbow and/or wrist.

¡Ojo!  
Look out! Be careful!  
Touch index finger of either hand to cheek directly below right eye pointing up toward it.

¡Piensa!  
Think! Use your head!  
Place index finger of right hand over the nose so that the tip touches the center of the forehead.

Un momento  
Un moment.  
Hold hand in front with thumb and index finger about one-half inch apart as if showing the thickness of a book.

Idem., p. 234 (B).
**Quiero comer.** I want to eat.

Use either hand, hold hand with palm up, bring all fingers and thumb together, tilt head slightly, backwards, raise hand up to within about four inches of the mouth and move hand back and forth two or three times as if cramming food into the mouth.

**Tengo hambre.** I’m hungry.

Use right hand or even both hands, place them over the abdominal area and either rub or pat very gently. We use a similar gesture in English to mean the same thing.

*Idem*, p. 231 (B).
¡Excelente!
Excellent!

Use either hand. Bring the tip of the thumb and four fingers together, raise them to your lips, pucker your lips well and kiss them, gently throwing the kiss outward and upward by raising the hand and separating the thumb and fingers.

Dinero
Money

Use either arm, bend it at the elbow and hold hand comfortably in front of you with palm up. Rub thumb back and forth several times across the tip of the index and middle fingers.
Tacaño
Stingy, tightwad

Bend elbow of left arm until hand is directly below chin. With right hand sharply pat the end of the left elbow two or three times.
III. HOLIDAYS
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Un ahorra-tiempo. Cortesía de Abel Pérez Pherett
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APPENDIX F
MODERN LANGUAGE STUDY, CAREER AND COMMUNITY RESOURCES
APPENDIX F

Modern Language Study, Career and Community Resources

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COMMUNITY RESOURCES
FOR FOREIGN LANGUAGE CLASSES

I. SCHOOL COMMUNITY
A. The Faculty
   Exchange of lectures within the Department of Foreign Language; exchange with other departments such as: Art, Home Economics, Literature, Music, Social Studies, etc.
B. The Parents
   Travels, professions, arts, crafts, music, culinary arts.
C. The Students
   1. Foreign born students
   2. ATAD Representatives. See IIA
   3. Sister Cities Exchange Program. See IIB
D. City School District
   The Central Office is located at 131 West Broad Street
   Telephone number: 262-8315
   COB -- Central Office Basement
   CO3 -- Central Office 3rd. Floor
   1. Office of Public Information and Services.
      They work with the media and do publicity activities.
II. MODERN LANGUAGE STUDY AND CAREERS

WHY STUDY A FOREIGN LANGUAGE

The ability to communicate in languages other than English is an important component of a global perspective and the special responsibility of Modern Language teachers.

A. Quotations

In addition to being educated, the world force of the future must be flexible. “People must likely retrain many times in their lifetime. Among the most critical skills will be computer literacy and language skills. If America expects to be a true global competitor, Americans will have to become more fluent in other languages.” -- Diane Harris, Bausch and Lomb, quoted in Democrat and Chronicle, Rochester, NY, Oct. 15, 1989.

“The Nation’s second economy, culture and security are suffering because students fail to learn languages and do not study foreign cultures. Our provincialism and our failure to look beyond our own borders can be traced to the lack of foreign language requirements. The world would be a safer place if students participated in more cultural exchanges. We fear each other because we don’t understand each other.” Sen. Paul Simon, address to Education Writer’s Association in Baltimore, April 1986.
“The study of foreign language is a liberating discipline that not only improves the student’s listening and speaking proficiency, but also frees his/her narrow national bonds, that makes him/her aware of the diversity of cultures, that sharpens rational powers, and, above all, that makes the student more aware of the fundamental importance of language.” --National Association of Independent Schools.

“The lack of language preparation is a major handicap in the conduct of our foreign policy.” --U. S. Senate Report (Title VI NDEW Act).

“An adequate knowledge of a foreign language is also a great asset in obtaining employment both with the government and with some of our largest industrial concerns.” J. W. Fulbright, U. S. Senator.

“A widening and an intensification of the teaching and study of foreign languages is little short of a national necessity.” --Lindsley Fiske Kimball, VP, Rockefeller Foundation.

“There is a sensitivity development through the process of learning a foreign language that makes you realize that you have to treat these people (foreign clients) differently than you’ve treated people all your life. They have different systems, different values, different cultures.” --Joseph Laundry, Manager of International Support at Taylor Instruments.

“English is an international language, but it also isn’t the international language.” 90-plus percent of the world’s population doesn’t know English.” --Paul Aron of Dawai American Securities, as quoted in Living, USAIR, January 1990.
B. Benefits of Foreign Language Study

1. Cultural Understanding

Language. Language study is an important key to understanding other cultures. It is the key to getting inside the mind of other speaker.

Gestures. There are cultures in which commonly used gestures in the USA have entirely different and sometimes obscene meaning elsewhere. For example, the OK sign to us is obscene in Brazil.

Flexibility/Viable Solutions. There is more than one way to do most things. In the South Pacific Islands an architect brought the latest technology to the building of houses for the natives. Despite many advantages of the new housing, those houses did not survive a tropical storm; the native construction did survive the storm.

Time. In many countries, time is not money. Meetings may not start anywhere near on time. Social engagements rarely run by the clock. People are more important that a chronometer. In Spanish, the clock (and other machinery) doesn’t run as in the USA; it “walks” (anda).

Values. Cultural tolerance leads us to see that there are more similarities in values between cultures than differences. The ideals are very much alike despite their difference in expression.

Stereotypes. A given culture may have a tendency toward certain attitudes, hold certain ideals, and prefer certain ways of relating, but individuals within that culture still are individuals with varying characteristics.
C. **Better Understand Our Own Language**

**Connotative benefits.** “Several studies have shown increased (1) mental linguistic awareness (the recognition of a language as a system and a communication device) (Hakuta 1984, Ben-Zeev 1977); (2) reasoning ability (Ben Zeev, 1977); (3) verbal intelligence (Pearl and Lambert 1962); and (4) cognitive flexibility and divergent thinking (Landry, 1974).”

“Five years of foreign language study were associated with higher verbal SAT scores than five years of any other academic subject (Cooper 1987).” --*Myriam Met, Educational Leadership, September 1989.*

“Research in the field of language acquisition suggests that for the child undergoing normal development in the native language, the earlier instruction begins in the foreign language, the higher the level of proficiency the child will likely attain in that language (Krashen, Long and Scarella, 1979). Because children are cognitively, affectively and socially more flexible than adolescents or adults, they are more ‘efficient’ foreign language learners . . . There are both strong pedagogical and psychological reasons for making foreign language instruction part of the regular school curriculum for students at the earliest grade levels.” --*Else Hamayan, RIC Digest, November, 1986.*

SAT’s. Seniors with five years of foreign language study had a higher percentage increase in their verbal scores versus those who had taken no foreign language, of any of the subjects indexed. Further, students who had studied foreign languages for four or five years achieved higher mean verbal scores than seniors who had studied any other subject for four or five years. --*College Board Admissions Testing Program, “Profiles, College Bound Senior, 1981.*

**Communication.** Language consists of far more than words. Meaning also comes from gestures, content, intonation, and pauses. These elements are interpreted so rapidly in our native language that usually we are unaware of their importance until we see them at work in or second or third language. Then we can use them to clarify misunderstandings, to communicate even more effectively in our native language.
D. Jobs

Adaptability. The job market of the future will require much more flexibility than it has in the past. Second language learners have already learned many skills of adjusting to new conditions.

Discipline. Language is habit formation and involves practice, practice, and more practice. Mere intellectual understanding is not sufficient. Response in communication must be reasonably quick, or the other party will find someone else to talk to.

International Business. Our growing international economy requires more multilingual ability.

E. Organizations that are resources:

ACTFL: American Council on the Teaching of Foreign Languages, 579 Broadway, Hastings-on-Hudson, NY 10706
Advocates for Language Learning, P. O. Box 4964, Culver City, CA 90231
Center for Applied Linguistics, 1116 22nd Street N.W., Washington D.C., 20037
ERIC Clearinghouse on Languages and Linguistics
FLATRA: Foreign Language Teachers Association
MLA: Modern Language Association, 62 Fifth Street, New York, NY 10158
NEC: Northeast Conference on the Teaching of Foreign Languages, Box 623, Middlebury, VT 05753
NYSAFLT: New York State Association of Foreign Language Teachers, 1102 Ardsley Road, Schenectady, NY 12308
CAREERS
AND
MODERN LANGUAGES
III. USEFUL ADDRESSES
FOR
FOREIGN LANGUAGE STUDENTS SEEKING EMPLOYMENT
AND
TEACHERS WHO ARE CREATING FOREIGN LANGUAGE CAREER EDUCATION ACTIVITIES

The list of addresses below were compiled to give teachers an idea of businesses, organizations, and government that could supply information pertinent to employment in the fields of international travel, trade, and communication. Almost all of the careers in these fields either require or are enhanced by the knowledge of a foreign language. This list was compiled as of 4/16/74 by Miss Patricia Breiner, 5205 Horizonvue Drive, Cincinnati, Ohio 45239. A majority of these addresses have been used and should be up-to-date; however, if any individuals are aware of additions or corrections to the list, I would appreciate knowing of them. Thank you,

Pat Breiner

NOTE: The notation, “GPO”, after an entry on the list indicates that it is a publication that is available from the:

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C.  20402

Many of these publications are sent out free of charge by the agencies to which they pertain (Custom, State Department, etc.); however, if that agency does not send you a complimentary copy, you may be assured of getting copies by ordering them from the above address (in which case you must also pay for them).

IV. PASSPORT, VISA, HEALTH, AND INTERNATIONAL DRIVING INFORMATION

“Facts About U.S. Passports”
(Form M-38) Passport Office
Passport Office
Department of State
1425 K Street N. W.
Washington, D. C.  20524

Form M-330 (information on passports, agricultural imports, customs, regulations of foreign countries, visas, vaccinations)
Passport Office (address above)
Passport, Visa, Health, and International Driving Information: (continued)

“Where to Purchase U. S. - Owned Foreign Currency”
Passport Office (address above)

Passport Application (Form DSP-11)
Passport Office (address above)
-or- Local Passport Office

“Application for Passport by Mail”
(Form DSP-82)
Passport Office (address above) -or-
Local Passport Office

See local telephone directory for local passport office - look under United States Government, or in some cases, passports are handled locally by Post Offices and Clerks of Court.

“Information for Passport Applicants”
(Form M.265) GPO, 104

“Fees Charged by Foreign Countries for the Visa of United States Passports”
(Form M.264) - Lists countries that require visas, fees, other information. GPO, 104

International Certificates of Vaccination (a document which must be carried by international travelers)
U. S. Dept. of Health, Education and Welfare
Public Health Service
Washington, D. C.
(Also available from GPO, 104)

For information on International Driver’s Licenses;
American Automobile Association
World Wide Travel
1712 G Street, N. W.
Washington, D. C. 20006
V. TRAVEL AGENTS CAREERS AND TRAVEL RELATED INFORMATION

“Youth Travel Abroad: What to Know Before You Go”
(Dept. of State Publication 8656 - Available from GPO, 204)

American Society of Travel Agents (ASTA)
8 Maple Street
Croton-on-Hudson, New York 10017

American Hotel and Motel Association
888 Seventh Avenue
New York, NY 10019
(hiring personnel who speak Spanish, French, German, or Japanese to staff their front desks, switchboards, and restaurants)

International Air Transport Association (IATA)
1155 Mansfield Street
Montreal 113, Quebec
Canada

Grand Order of European Tour Operators
Villa Ste. Esperance
Avenue Pierval
Cannes, France

Association of Retail Travel Agents (ARTA)
8 Maple Street
Croton-on-Hudson, New York 10017

International Hotel Association
89 Rue du Faubourg Saint Honore
F75 Paris 08, France

Trans-Atlantic Passenger Steamship Conference
17 Battery Place
New York, New York 10004
VI. CUSTOMS AND IMMIGRATION INFORMATION:

Office of Information and Publications
Bureau of Customs
Department of Treasury
Washington, D.C. 20226
(also check local customs offices - they are listed in the telephone directories of many major cities under: United States Government, Dept. of Treasury)

Immigration and Naturalization Service
Department of Justice
119 D Street N.E.
Washington, D.C. 20536

You may wish to request these booklets in addition to any other material:

“Naturalization Requirements and General Information”

“United States Immigration Laws” (latter also available from GPO, 204)

Publications of Custom Bureau:

“United States Customs and You” (also available from GPO, 304)

“A Gift . . Are You Sure?”

“Pets, Wildlife”

“United States Import Requirements”

“Customs Hints for Returning U.S. Residents - Know Before You Go” (also available from GPO, 304)

“U. S. Customs Trademark Information”

“Can You Find It?”

Regional Immigration Office (Cincinnati)
U.S. Post Office and Courthouse
P.O. Box 537
5th and Walnut Streets
Cincinnati, OH 44199
VII. INTERNATIONAL BUSINESS AND TRADE:

For explanation of University of Cincinnati International Business Option (combined 4 year college program with a major in a language and a minor in business):

Dr. Paul A. Gaeng, Chairman
Romance Language Department
University of Cincinnati
Cincinnati, Ohio 45221

Manager, Business Recruitment
Eastman Kodak Co.
Rochester, New York 14650

Chase Manhattan Bank
Personnel Director
One Chase Manhattan Plaza
New York, New York 10015

Personnel Director
General Motors Overseas Corporation
767 Fifth Avenue
New York, New York 10022

Also try international departments of other large banks or businesses in your area.

VIII. U.S. MILITARY INFORMATION:
(relating to careers overseas or careers as linguists, translator, interpreter, interrogator)

Chief, In-Service Placement
Directorate of Civilian Personnel
Headquarters of USAF
Washington, D. C.

Department of the Air Force
1100 Air Base Wing (DPCR)
Bolling Air Force Base
Washington, D. C. 20332

Department of the Army
Overseas Recruitment Center
Old Post Office Building
12th and Pennsylvania Avenue, N. W.
Washington, D. C. 20315

Civilian Personnel Advisor Headquarters
Defense Language Institute
U. S. Naval Station (Anacostia Annex)

Defense Intelligence Agency
Civilian Personnel Branch
Recruitment Section
Pentagon
Washington D. C. 20301

Local Military Reserve Units in your area (often able to supply speakers or films)
IX. U.S. GOVERNMENT CAREERS IN INTERNATIONAL SERVICE:

U. S. Department of State
Employment Division
Washington, D. C. 20520

Department of State publications:

“The Agency in Brief” (U.S.I.A.)
“The Foreign Service of the Seventies” (also available from GPO, 604)
“Your Department of State”
“Assignment Worldwide with the Dept. of State - Foreign Service
Secretaries”
“Assignment: Worldwide with the Dept. of State - Communications &
Records Assistants & Communications Technicians”
“Assignment: Worldwide with the Dept. of State - Secretaries,
Stenographers, Typists”

U. S. Civil Service Commission
Washington, D. C. 20415

Publications of Civil Service Commission:

“Personal Qualifications Statement: Standard Form 171”
“Junior Federal Assistant”
“Mid Level Positions”
“Federal Entrance Examination” booklet

“Federal Job Overseas”
(Pamphlet No. BRE-18 published by U. S. Civil Service Commission)
(Available from GPO, 104)

Recruitment and Examining Division
United States Information Agency
Room 508
1776 Pennsylvania Avenue, N. W.
Washington, D. C. 20547

United States Information Agency
Bethany Relay Station
P. O. Box 227
Mason, Ohio 45040
(Information from here is limited strictly to the transmission of Voice of America programs)

Central Intelligence Agency
Chief, Personnel
Washington, D. C. 20523

Agency for International Development
Recruitment Branch
419 Pomponio Plaza
Office of Personnel
Washington, D. C. 20523

Department of Commerce
Bureau of International Commerce
Washington, D. C. 20230
X. CAREERS WITH INTERNATIONAL PHILANTHROPIC ORGANIZATIONS:

ACTION (Peace Corps), VISTA, other volunteers agencies
Personnel Office, 3rd Floor
806 Connecticut Avenue, N. W.
Washington, D. C. 20525

HOPE
People-to-People Health Foundation, Inc.
Washington, D. C.

Personnel Director
CARE, Inc.
New York, New York 10016

Personnel Director
American Red Cross
Western Area
1550 Sutter Street
P. O. Box 3673
San Francisco, CA 94119

XI. AIRLINE CAREER INFORMATION

Allegheny Airlines
Washington National Airport
Washington, D. C. 20001

Aloha Airlines
Honolulu International Airport
P. O. Box 9038
Honolulu, Hawaii 96820

American Airlines
633 Third Avenue
New York, New York 10017
- or -
Manager, Stewardess Recruitment
American Airlines, Inc.
3300W. Mockingbird Lane
Dallas, Texas 75235
- or -

American Airlines Flight Services College
Greater Southwest International Airport
Forth Worth, Texas 75235

Braniff International
P. O. Box 350001, Exchange Park
Dallas, Texas 75235

Continental Air Lines
Los Angeles International Airport
Los Angeles, California 90009

Delta Air Lines
Atlanta Airport
Atlanta, Georgia 30320
Eastern Air Lines  
Executive Office Building  
Miami International Airport  
Miami, Florida  33148

Frontier Airlines  
5900 East 39th Avenue  
Denver, Colorado  80207

Hawaiian Airlines  
P. O. Box 9008  
Honolulu, Hawaii  96820

Hughes Airwest  
San Francisco International Airport  
San Francisco, California  94128

National Airlines  
Box 2055, Airport Mail Facility  
Miami, Florida  33159

Northwest Airlines  
Minneapolis-St. Paul International Airport  
St. Paul, Minnesota  55111

Ozark Air Lines  
Box 6007  
Lambert Field  
St. Louis, Missouri  63145

Pan American World Airways  
Director, Personnel Administration  
Pan Am Building  
New York, New York  10017

Piedmont Airlines  
Smith Reynolds Airport  
Winston-Salem, North Carolina  27102

Southern Airways  
Atlanta Airport  
Atlanta, Georgia  30320

Texas International Airlines  
P. O. Box 60188  
Houston International Airport  
Houston, Texas  77060

Trans World Airlines  
605 Third Avenue  
New York, New York  10016  
-or-  
Trans World Airlines, Inc.  
Flight Crew Employment  
Administrative Center  
Kansas City, Missouri  64153

United Air Lines  
P. O. Box 66100  
O’Hare International Airport  
Chicago, Illinois  60666
Airline Career Information - Continued

Western Air Lines
World Way Postal Center
Box 92005
Los Angeles, California  90009

More airline addresses from:
Air Transport Association of America
1000 Connecticut Avenue N. W.
Washington, D. C.  20036
(this association represents America’s scheduled airlines)

“1972-1973 Airline Guide to Stewardess Careers,” a
handbook.
Costs $3.95. Published by:
Arco
219 Park Avenue S.
New York, New York  10003
(also available to some libraries)

“Stewardess & Flight Service” magazine
Box 188
Hialeah, Florida  33011
(year’s subscription - $5.00)

Airline Stewards & Stewardesses Assoc.
Transport Workers’ Union of America
205 W. Wacker Drive
Chicago, Illinois  60606

Occupational Brief #182 (Aircraft Mechanic)
Chronicle Guidance Publications
Moravia, Washington  98055

Air Line Dispatchers Association
16219 142nd Avenue S. E.
Renton, Washington  98055

Federal Aviation Administration
Public Inquiry Section
AHQ-406 Federal Aviation Administration
Washington, D. C.  20591

(free career data sheets on aviation occupational and lists of FAA-
approved schools giving training for pilots, mechanics, other technical
fields)

Occupational Outlook Reprint #129
“Civil Aviation” (career details on pilots, flight engineers, flight
attendants, aircraft mechanics, airline dispatchers, air traffic
controllers, ground radio operators and teletypists, traffic agents, and
clers)
(Available from GPO, 204)

Airline Pilots Association
1625 Massachusetts Avenue N.W.
Washington, D. C.  20006

Flight Engineer’s International Association
905 16th N. W.
Washington, D. C.  20006

Air Line Employees Association
5600 S. Central Avenue
Chicago, Illinois  60638

“Employment Outlook for Civil Aviation”
Bulletin 1700-129 (available from GPO, 204)
Airline Career Information - Continued

Flying High, a Bantam paperback book (how to secure a stewardess job)
Bantam Books, Inc.
666 Fifth Avenue
New York, New York 10019
(Costs 954)

Official Airline Guide airline rates & schedules (available in North American Edition and International Edition) handled by subscription rate - fairly expensive - better to get used copies from airline offices and travel agencies
Publisher:
Reuben H. Donnelley Corp.
2000 Clearwater Drive
Oak Brook, Illinois 60521

XII. MISCELLANEOUS INFORMATION:

For copies of the curriculum guide, “Careers in International Travel, Trade, and Communication”:
Cincinnati Public Schools
Education Center
230 East Ninth Street
Cincinnati, Ohio 45202
Attention: Mr. Jack Ford, Supervisor of Career Education

Director of Personnel
United Nations Headquarters
New York, New York 10017

Catalogue and price list of career booklets called, “Occupations: Professions and Job Descriptions” (available from GPO, price unknown)
Personnel Director
Panama Canal Company
Box 2008
Balboa Heights, Canal Zone

Personnel Projects Office
American Friends Service Committee
160 North 15th Street
Philadelphia, Pennsylvania 19102

Experiment in International Living
Putney, Vermont 05346

Local universities and colleges (as a source of speakers, films, etc.)
Council for World Affairs (check for local chapter) in Cincinnati
Suite 1028
Dixie Terminal Bldg.
Cincinnati, Ohio 45202

International Visitors Center, Inc. (check for local chapter) in Cincinnati:
Mercantile Library Building
414 Walnut Street
Cincinnati, Ohio 45202
Multilingual Port Receptionist Program

Nurse, Health Office (in Spanish-speaking areas of Southwest, New York, Florida, etc.) - contact local health organizations in these areas

Travel Phone USA (nationwide multilingual toll free telephone interpreter service)

YMCA (information on overseas projects and work)

Local Chambers of Commerce

State Employment Service

Bilingual Secretary - contact individual companies or government agencies

U. S. Foreign Correspondent (UPI, AP, etc.)

Traveler’s Aid (local chapter - they conduct English language classes for immigrants as well as performing other services)

Airports (for field trips, other information)