

Bethel Board of Education Regular Meeting

Thursday, October 18, 2012 7:00 PM

Board of Education Conf. Room E, 1 School Street, PO Box 253, Bethel, CT 06801

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Approval of Minutes

2.A. September 20, 2012 - Regular Meeting

2.B. September 20, 2012 - Special Meeting

2.C. October 11, 2012

3. Board Recognition/A Salute to Excellence

4. Correspondence

5. Audience Participation

6. Administrative/Board Member Update

6.A. 2012 Summer School Summary

Speaker (s) : Linda Anderson, Summer School Director

6.B. Family School Partnership Update

Speaker (s) : Janice Chrzescijanek, Family-School Partnership Committee

6.C. Professional Development Update

Speaker (s) : Dr. Janice Jordan, Associate Superintendent

6.D. SAT Scores

Speaker (s) : Dr. Kevin Smith, Superintendent

7. Reports to the Board

7.A. Curriculum

7.A.1. Spanish 41 Curriculum

7.A.2. Spanish 42 Curriculum

7.A.3. Spanish Conversation 51 Curriculum 2012

7.A.4. AP Spanish Syllabus #2

7.B. Finance

7.B.1. Budget Transfers

Speaker (s) : Ms. Theresa Yonsky,

Director of Fiscal
Services

7.B.2. Free and Reduced Lunch Percentages

8. Recommended Executive Session

8.A. CT General Statutes 1-210(b)(9) Negotiations

8.A.1. BEA Contract

8.A.2. BAA Contract

9. Adjourn

Tentative minutes of the Bethel Board of Education Regular Meeting held on September 20, 2012, in Board of Education Conf. Room E.

Attendance: None.

Administrative Attendance: K. Smith, J. Jordan, T. Yonsky, L. Pica, D. Muharem, C. Troetti

L. Craybas, Chairman, called the meeting to order at 07:00PM.

Board Members Present: Attendance Taken at 7:00 PM:

Present Board Members:

**Mr. Stuart Carlsen
Mr. Larry Craybas
Mr. William Duff
Mrs. Kristen Lacey
Mrs. Melanie O'Brien
Mrs. Robin Renner
Mr. Ted Stevenson**

Absent Board Members:

**Mr. Scott Clayton
Mr. Bryan Terzian**

Updated Attendance:

Mr. Scott Clayton was updated to present at: 7:29 PM

1. Call to Order

- 1.A. Roll Call for Quorum**
- 1.B. Pledge of Allegiance**

2. Approval of Minutes

- 2.A. August 23, 2012**

Motion Passed: Move to approve the minutes of August 23, 2012. Passed with a motion by Mr. Stuart Carlsen and a second by Mrs. Robin Renner.

| | |
|----------------------|---------|
| Mr. Stuart Carlsen | Abstain |
| Mr. Scott Clayton | Absent |
| Mr. Larry Craybas | Yes |
| Mr. William Duff | Yes |
| Mrs. Kristen Lacey | Abstain |
| Mrs. Melanie O'Brien | Yes |
| Mrs. Robin Renner | Yes |
| Mr. Ted Stevenson | Yes |
| Mr. Bryan Terzian | Absent |

3. Board Recognition/A Salute to Excellence

Motion Passed: Move that the Community Outreach Committee also send a letter to those who have donated to the Bethel Public Schools thanking them for their generosity. Passed with a motion by Mr. Larry Craybas and a second by Mr. Stuart Carlsen.

| | |
|----------------------|--------|
| Mr. Stuart Carlsen | Yes |
| Mr. Scott Clayton | Absent |
| Mr. Larry Craybas | Yes |
| Mr. William Duff | Yes |
| Mrs. Kristen Lacey | Yes |
| Mrs. Melanie O'Brien | Yes |
| Mrs. Robin Renner | Yes |
| Mr. Ted Stevenson | Yes |
| Mr. Bryan Terzian | Absent |

4. Correspondence

None.

5. Audience Participation

Discussion:

None.

6. Administrative/Board Member Update

6.A. Bethel Education Foundation Update

Discussion:

Dr. Jordan informed the Board the Bethel Education Foundation has many new members this year. They have planned a "Ladies Night Out" fundraiser on Thursday, November 8th at 6:30 at LaFortuna.

7. Policy

Discussion:

M. O'Brien, Policy Subcommittee Chair, informed the Board the policies have been updated, reviewed, and approved by the Board attorney. The Policy Subcommittee recommends approval.

Motion Passed: Move to add to the agenda Policy/Regulation 4118.112 and 5145.42. Passed with a motion by Mr. Larry Craybas and a second by Mrs. Melanie O'Brien.

| | |
|--------------------|--------|
| Mr. Stuart Carlsen | Yes |
| Mr. Scott Clayton | Absent |

| | |
|----------------------|--------|
| Mr. Larry Craybas | Yes |
| Mr. William Duff | Yes |
| Mrs. Kristen Lacey | Yes |
| Mrs. Melanie O'Brien | Yes |
| Mrs. Robin Renner | Yes |
| Mr. Ted Stevenson | Yes |
| Mr. Bryan Terzian | Absent |

Motion Passed: Move to approve the following policies: Policy/Regulation 5145.61 - SECTION 504 OF THE REHABILITATION ACT OF 1973 Policy/Regulation 4118.112 - Personnel - Sexual & Other Unlawful Harassment Policy/Regulation 5145.42 - Students - Sex Discrimination and Sexual Harassment. Passed with a motion by Mr. Stuart Carlsen and a second by Mr. William Duff.

| | |
|----------------------|--------|
| Mr. Stuart Carlsen | Yes |
| Mr. Scott Clayton | Absent |
| Mr. Larry Craybas | Yes |
| Mr. William Duff | Yes |
| Mrs. Kristen Lacey | Yes |
| Mrs. Melanie O'Brien | Yes |
| Mrs. Robin Renner | Yes |
| Mr. Ted Stevenson | Yes |
| Mr. Bryan Terzian | Absent |

7.A. Policy/Regulation 5145.61 - Students - SECTION 504 OF THE REHABILITATION ACT OF 1973

7.B. Policy/Regulation 4118.112 - Personnel - Sexual & Other Unlawful Harassment

7.C. Policy/Regulation 5145.42 - Students - Sex Discrimination and Sexual Harassment

8. Personnel

8.A. Appointments

8.A.1. Curriculum Department Heads 9-12, Curriculum Leaders 6-8, Team Leaders 4-5, Coordinators K-12

Motion Passed: Move to approve appointments of 9-12 Curriculum Department Heads, K-12 Coordinators, 6-8 Curriculum Leaders & Johnson School Team Leaders for the 2012-2013 school year:

9-12 Curriculum Department Heads:

| | |
|------------------------|-------------------|
| Science (acting) | Raymond Turek |
| Language Arts (acting) | Mary Fernand |
| Math | Pamela Strout |
| Applied Studies | John Ryan |
| Social Studies | Jessica Galbraith |
| World Language | Mari Lerz |
| School Counseling | Frank Tatto |

Special Education Pauline Goolkasian

K-12 coordinators:

Art Coordinator Maureen Berescik/Ann Bogart

Music Coordinator (acting) Maureen DeBlois

Psychological Services Amy Shulkin

Speech Services N/A

Counseling Coordinator Kimberly Pollard

Athletic Director Jayme McGovern

Activities Director Denise Musser

Professional Development Elizabeth Gore

Social Work Services Theresa McGorty

PE/Health Coordinator Stacie Kaye/Michael Cohen

Curriculum Leaders 6-8:

Language Arts/Reading Julie Ferreira & Cathy Emerick

Mathematics Clementine Hollopeter & Alison Salerno

Social Studies Maria Lateef & Donna Burns

World Language Paula Gill & Victoria Butler

Science Patricia Kunz & Kirsten Kechejian

Middle School Cluster Leaders:

Cluster 6A Thomas Salvador

Cluster 6B Maria Lateef

Cluster 7A Alison Salerno

Cluster 7B Rebecca Tomasio/Kelly Almeida

Cluster 8A Debra Tierney

Cluster 8B Doris Murphy

Johnson School Team Leaders:

Grade 5 Language Arts Matthew Correia

Grade 5 Math, Science & SS Jeffrey Moscovitz

Grade 4 Math, Science & SS Kathleen Quader

Grade 4 Language Arts Theresa Schrader

Special Education Elaine O'Keeffe

Berry School Data Team Leaders:

Kindergarten Kimberly Trombetta

Grade 1 Kathy Ryter

Grade 2 Gina McKenzie

Grade 3 Kari Leonard

Reading Michelle Pashaian

Reading Diane Kinkade

Rockwell School Data Team Leaders:

| | |
|--------------|-------------------|
| Kindergarten | Sarah Anastasia |
| Grade 1 | Vicki Guarino |
| Grade 2 | Clinton McLeod |
| Grade 3 | Irene Drake |
| Reading | Martha Wyatt |
| Reading | Betty Santiago |
| Reading | Christine Ulreich |

Passed with a motion by Mr. Larry Craybas and a second by Mr. Stuart Carlsen.

| | |
|----------------------|--------|
| Mr. Stuart Carlsen | Yes |
| Mr. Scott Clayton | Absent |
| Mr. Larry Craybas | Yes |
| Mr. William Duff | Yes |
| Mrs. Kristen Lacey | Yes |
| Mrs. Melanie O'Brien | Yes |
| Mrs. Robin Renner | Yes |
| Mr. Ted Stevenson | Yes |
| Mr. Bryan Terzian | Absent |

9. Adjourn

Discussion:

L. Craybas, Chairman, spoke about the rising concern for SPED funding statewide.

Motion Passed: Move to adjourn at 7:32 PM. Passed with a motion by Mr. Ted Stevenson and a second by Mr. Stuart Carlsen.

| | |
|----------------------|--------|
| Mr. Stuart Carlsen | Yes |
| Mr. Scott Clayton | Yes |
| Mr. Larry Craybas | Yes |
| Mr. William Duff | Yes |
| Mrs. Kristen Lacey | Yes |
| Mrs. Melanie O'Brien | Yes |
| Mrs. Robin Renner | Yes |
| Mr. Ted Stevenson | Yes |
| Mr. Bryan Terzian | Absent |

Respectfully submitted,
Susan Pare
Board Recorder

Tentative minutes of the Bethel Board of Education Special Meeting held on September 20, 2012, in Board of Education Conf. Room E.

Attendance: None.

Administrative Attendance: K. Smith, J. Jordan, T. Yonsky

L. Craybas, Chairman, called the meeting to order at 07:35PM.

Board Members Present: Attendance Taken at 7:35 PM:

Present Board Members:

Mr. Stuart Carlsen

Mr. Scott Clayton

Mr. Larry Craybas

Mr. William Duff

Mrs. Kristen Lacey

Mrs. Melanie O'Brien

Mrs. Robin Renner

Mr. Ted Stevenson

Absent Board Members:

Mr. Bryan Terzian

1. Call to Order

1.A. Roll Call for Quorum

2. Workshop - Feasibility Study Johnson/Rockwell School

Discussion:

Mrs. Yonsky, Director of Fiscal Services, discussed with the Board the DRA Feasibility Study. The Board will submit questions to Mrs. Yonsky about the project by September 27, 2012. DRA will come back to talk to the Board in October.

3. Adjourn

Motion Passed: Move to adjourn at 8:30 PM. passed with a motion by Mr. William Duff and a second by Mr. Stuart Carlsen.

Mr. Stuart Carlsen Yes

Mr. Scott Clayton Yes

Mr. Larry Craybas Yes

Mr. William Duff Yes

Mrs. Kristen Lacey Yes

Mrs. Melanie O'Brien Yes

| | |
|-------------------|--------|
| Mrs. Robin Renner | Yes |
| Mr. Ted Stevenson | Yes |
| Mr. Bryan Terzian | Absent |

Respectfully submitted,
Robin Renner
Recorder

Tentative minutes of the Bethel Board of Education Special Meeting held on October 11, 2012, in Board of Education Conf. Room E.

Attendance: None

Administrative Attendance: K. Smith, J. Jordan, T. Yonsky, B. Kirmil, K. Gombos, B. Germinaro

L. Craybas, Chairman, called the meeting to order at 06:30PM.

Board Members Present: Attendance Taken at 6:30 PM:

Present Board Members:

**Mr. Stuart Carlsen
Mr. Larry Craybas
Mr. William Duff
Mrs. Kristen Lacey
Mrs. Melanie O'Brien
Mrs. Robin Renner
Mr. Ted Stevenson**

Absent Board Members:

**Mr. Scott Clayton
Mr. Bryan Terzian**

1. Call to Order

1.A. Roll Call for Quorum

2. Workshop - Feasibility Study Johnson/Rockwell School

Motion Passed: Move that T. Yonsky, Director of Fiscal Services, have an enrollment study done. Passed with a motion by Mr. William Duff and a second by Mrs. Kristen Lacey.

| | |
|----------------------|--------|
| Mr. Stuart Carlsen | Yes |
| Mr. Scott Clayton | Absent |
| Mr. Larry Craybas | Yes |
| Mr. William Duff | Yes |
| Mrs. Kristen Lacey | Yes |
| Mrs. Melanie O'Brien | Yes |
| Mrs. Robin Renner | Yes |
| Mr. Ted Stevenson | Yes |
| Mr. Bryan Terzian | Absent |

Motion Passed: Move to explore expanding Berry School. Passed with a motion by Mr. Stuart Carlsen and a second by Mrs. Robin Renner.

| | |
|----------------------|--------|
| Mr. Stuart Carlsen | Yes |
| Mr. Scott Clayton | Absent |
| Mr. Larry Craybas | Yes |
| Mr. William Duff | Yes |
| Mrs. Kristen Lacey | Yes |
| Mrs. Melanie O'Brien | Yes |
| Mrs. Robin Renner | Yes |
| Mr. Ted Stevenson | Yes |
| Mr. Bryan Terzian | Absent |

3. Adjourn

Motion Passed: Move to adjourn at 8:20 p.m. Passed with a motion by Mrs. Robin Renner and a second by Mrs. Kristen Lacey.

| | |
|----------------------|--------|
| Mr. Stuart Carlsen | Yes |
| Mr. Scott Clayton | Absent |
| Mr. Larry Craybas | Yes |
| Mr. William Duff | Yes |
| Mrs. Kristen Lacey | Yes |
| Mrs. Melanie O'Brien | Yes |
| Mrs. Robin Renner | Yes |
| Mr. Ted Stevenson | Yes |
| Mr. Bryan Terzian | Absent |

Respectfully submitted,
R. Renner
Secretary

Family-School Partnership Committee



October 2012

Where are we today?

Parent Survey

- June 1 – September 1 (English and Spanish)
- Approximately 400 respondents
- Types of questions:
 - *Issues* - What well-being, social, curriculum, instruction, and assessment issues are important to parents
 - *Volunteering* - What are the road blocks to volunteering and How can we encourage more volunteers
 - *Communication* - Effective ways for teachers and principals to communicate with parents and overall how effectively does the child's school and the district communicate

Mentor Program - Welcome, and provide support, guidance and assistance to families

- Implemented a Parent-to-Parent or Student-to-Student Mentor Program in all 5 schools - August 2012

Where are we today?

Family-School Compacts - An agreement that parents, students and teachers develop together to explain how they will work together to make sure all students get the individual support they need to reach and exceed grade level standards

- Compacts were created and given to all parents at Open House 2012

Parent University - Educational program for parents that help them become a full partner in their children's education

- Developed district offerings up to February 2013
 - Smarter Balanced Assessments, Go Math, "Second Step"-The K-8 Social-Emotional Curriculum, The New K-3 Language Arts Curriculum, A Kinder, Gentler World: Schools and Communities That Are Bully-Free, What is "Blended Learning" and Where is it Happening in Bethel?

What's Next?

Parent Survey

- Develop subcommittees to address survey results
- Define and communicate solutions to families as they are being addressed

Mentor Program

- Make enhancements to current programs
- Implement a Student-to-Student or a Parent-to-Parent Mentor Program in all 5 schools

Family-School Compact

- Define the process for annual development of the compacts (incorporating teachers and families in their development)
- Develop compacts for Open House 2013

What's Next?

Parent University

- Consolidate all current district and school offerings and brand them as “Parent University”
- Define new offerings for the remainder of 2012-13 school year and 2013-14 school year based on survey results
- Define plan for offerings (what will they look like, how we will communicate and evaluate our offerings)

School Organization Involvement

- Educate school organizations (PTOs, Boosters) on the benefits of FSP and review the results of the survey
- Incorporate curriculum/learning into school events and offerings



Bethel Public Schools

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To: The Bethel Board of Education
From: Kevin Smith, Superintendent of Schools
Re: Class of 2012 SAT Scores

Nationally, the class of 2012 posted the lowest SAT scores in many years. 43% of the 1.66 million students who took the test demonstrated “college readiness” (earning a score of 1550 which equates to a 65% chance of maintaining at least a B- as a college freshman).

Across the nation, 44% of high school freshmen go on to attend college and 21% earn a Bachelor’s degree in 6 years.

The SAT tests students in Math, Reading, and Writing (max of 800 on each test). According to the College Board, students need to earn 1550 (of the 2400) to demonstrate college readiness.

A record number of students in total, and a record number of minority students participated in the assessment in 2012. The College Board suggests that the increasing and changing student pool may have contributed to a decline in scores.

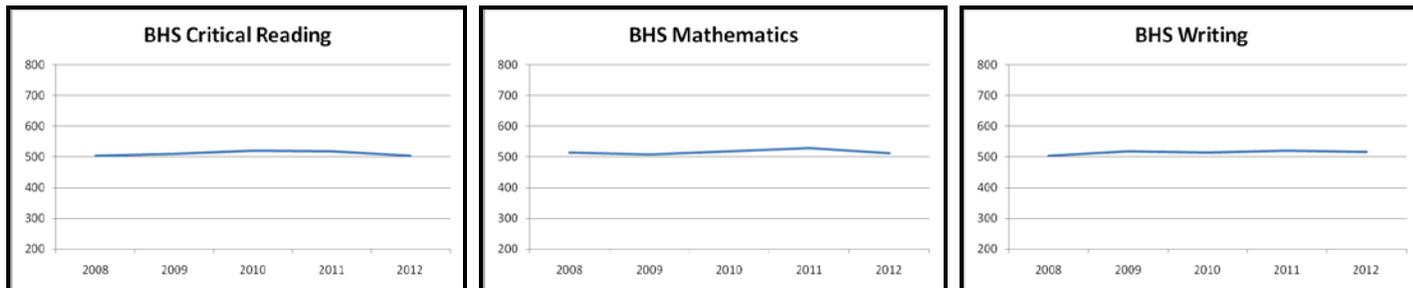
| Public School Seniors | Reading | Writing | Math | Total Score |
|---|---------|---------|------|-------------|
| U.S. (avg) | 491 | 481 | 505 | 1477 |
| CT (avg) | 498 | 502 | 504 | 1504 |
| Bethel (avg) | 504 | 516 | 512 | 1532 |
| College/University Bound Bethel Seniors | 526 | 538 | 534 | 1598 |

Selected Demographics in Bethel

- 87% of seniors tool the SAT. Up from 82% in 2011.
- 25% of participants identified as minority students.
- 56.5% female
- 43.5% male

“Our Primary Purpose is to Improve Student Achievement.”

Five Year Trends in Reading, Writing, and Mathematics



The College Board reports that students who participate in the PSAT as sophomores and Juniors post significantly higher scores on the SAT.

Bethel High Seniors

| | Reading | Writing | Math |
|-------------------------------------|---------|---------|------|
| SAT w/o PSAT | 479 | 474 | 475 |
| SAT w/ PSAT as Junior | 498 | 506 | 490 |
| SAT w/ PSAT as Junior AND Sophomore | 518 | 541 | 542 |

AP Statistics

According to the College Board, students who participate in honors and AP classes perform significantly better on the SAT than students who do not.

In 2012-2013 Bethel High has a record number of students participating in AP courses (166 over 151 in 2011)

In 2011-2012 Bethel witnessed a record number of students earn scores of 3,4, or 5 (198 over 174 in 2011).

What Does It All Mean?

While Bethel experienced a slight fluctuation in scores (nearly 50% of all schools witness a 10pt change annually), and while national scores have declined over time, generally, our scores have remained stable over the last five years (and increased significantly over the last 15 years). This is significant given the increase in non English speaking, poor, and minority families moving into our district.

To date, we have more students taking more challenging courses than ever before.

Looking at the big picture, The Bureau of Labor Statistics predicts that by 2016 nearly half of all new jobs will require a college degree. The work that is currently underway at all schools will continue to positively impact student achievement and ensure that more and more of our students are college and career ready.

Action Steps

- Increase numbers of students participating in the PSAT
- Utilize formative assessment data (eg NWEA) to target instruction
- Continue to improve Honors and AP participation rates
- Remain focused on improving student achievement at every level

BETHEL BOARD OF EDUCATION

Briefing Summary

Date of Briefing to the Board: October 18, 2012

Presenter: Kevin Smith, Superintendent of Schools

Topic: 2012 SAT Score Report

Importance of this topic to the Board: Student Achievement, Very High Importance

Key Points of the Briefing:

- 1) Bethel's scores are stable while the nation's scores are the lowest in years
- 2) 2012 witnessed a record percentage (87%) of the senior class participate in the SAT
- 3) Scores are stable given the significant changes in demographics
- 4) Record number of students earned passing scores on AP exams in 2012.
- 5) Record number of students participating in AP classes in 2012-2013
- 6) More and more of our students are leaving Bethel High College and Career Ready

Action Requested of the Board of Education:

None at this time

Spanish 41 and 42 Revisions for the 2012-13 School Year

Changes to the Spanish 41 Curriculum Document:

Added to the map

- Listening activities with the subjunctive using songs
- AP-style paired and timed dialogues
- Reading authentic children's stories and fairy tales
- Quiz on children's stories and fairy tales
- Lingt-in speaking activities
- Additional journal activities
- Class surveys
- Unit 1.1 synthesis test
- Cell phone recorded group conversations
- P. 70 Pre-AP listening
- "La señorita Julia" project
- Ecology and environmental synthesis essay
- Unit 2.1 synthesis test
- Sports broadcast: video
- Synthesis essay comparing the life of two professional golfers
- Project: *Una isla deportiva*
- Comprehension quiz on "Los tres cuervos"
- Playing dominos
- Synthesis activity: p. 122 #25 Integración
- The novel *Don Quijote de La Mancha* along with comprehension quizzes and an essay
- Field Trip to see the play, *El Quijote*
- Unit 3.1 test
- Oral project presented a planned trip
- Comprehension quizzes and an essay on the novel *Lazarrillo de Tormes*

Units 4-6 were taken out of the map

Changes to the Spanish 42 Curriculum Document:

Unit 1.1/1.2

- Added group-cell phone recorded conversation (p. 23 #18)
- Removed animals and hospital vocabulary unit
- Added activity: Describe yourself and others using an AVATAR on Voki.com or goanimate.com
- Changed *Muchachos* magazine assignments to be synthesis activities (throughout the map)

Unit 2.1/2.2

- Added synthesis activity #1 (using imperfect and preterite and an AVATAR on a multimedia source)
- Added multiple pairs/ timed dialogue using p. 72 #14
- Added journal entry, description of a childhood photo
- Added a journal entry about the United Nations
- Added a synthesis essay to the midterm about the United Nations

Unit 3.1/3.2

- Added synthesis project #3 (Oral trip project)
- Added a group recorded cell phone conversation (p. 160 #C)

Unit 4.1/4.2

- Added the lecture from an art teacher on famous Latin/Spanish works of art
- Added a movie about the Prado museum
- Added synthesis project #4 (Oral project related to the arts)
- Added synthesis essay #5 (About music using the *Muchachos* magazine)

Unit 6.1/6.2

- Removed all subjunctive and command exercises
- Made changes to the soap opera project
- Added power points to the activities of *Don Quijote de la Mancha*
- Added an essay about *Don Quijote de la Mancha*

Bethel Public Schools
Spanish 41 Curriculum 2012

I. Alignment to ACTFL Standards and College and Career Readiness Standards (CCR)

GOALS: At the end of Spanish 41, we expect students to demonstrate the following skills:

ACTFL STANDARDS:

Communication: (All ACTFL standards including communication, cultures, connections, comparisons, and communities)
(Intermediate-Mid ACTFL Proficiency level)

A. Speaking:

- To handle successfully a number of familiar topics, in the present, past, future and conditional.
- To ask questions, respond to statements, and sustain conversations/oral presentations of 5-10 minutes using complete sentences and a variety of vocabulary and grammar structures.
- To demonstrate increasing accuracy in pronunciation and intonation when presenting material with increased fluency.
- To demonstrate confidence and willingness to take risks while speaking in Spanish.

B. Listening:

- To understand and respond to suggested cues and informal and formal listening activities found in various sources of media.

C. Writing:

- Students will use various authentic sources in Spanish to write informal and formal essays that demonstrate their competency by using of a variety of vocabulary, reading comprehension, syntax usage and orthography in the Spanish language.

D. Reading:

- Student acquires information from authentic sources in Spanish.
- The student comprehends Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.

Culture:

- To demonstrate a broader and deeper understanding of Spanish-speaking cultures through the study of the geography, history, indigenous and modern languages, cultures, and peoples of these nations. The study of these cultures includes participation in cultural activities, presentations on these cultures, and exposure to authentic materials.

Linguistic Awareness: (ACTFUL standards 5.1 and 5.2)

- The student has strong command of Spanish linguistic skills (including accuracy and fluency) that support communicative ability.

STANDARDS FOR FOREIGN LANGUAGE LEARNING**COMMUNICATION: Communicate in Languages Other Than English**

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS: Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS: Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES: Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or

style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

II. What are the most important things students will learn this year?

- 1.) Students will review all previously learned grammar and will learn additional verb tenses and the formation and use of the Present Subjunctive Tense.
- 2.) Students will be prepared to apply for jobs and participate in interviews as well as create a dialogue between an employee and an employer.
- 3.) Students will talk about sports and do research on sports played in Spanish speaking countries as well as create a dialogue between a reporter and an athlete. They will also write a newspaper article based one of the school sport's team.
- 4.) Students will talk about travel and complete travel dialogues and will also write and present an itinerary of a trip to a Spanish speaking country. They will also make a Spanish dish for the class.
- 5.) Students will talk about art and music and will visit an art museum to study Spanish artists and their work. They will also write about an experience at a concert or an art museum.
- 6.) Students will read a variety of Spanish short stories and one classic novel.
- 7.) Students will use effectively grammar concepts such as; the subjunctive, the imperfect vs. the preterite tenses, the perfect tenses, commands.

III. Pacing Guide:

August/September/October (MP #1)

| CONTENT & ESSENTIAL QUESTIONS | SKILLS | ACTIVITIES | ASSESSMENTS (Formative/Summative) | STANDARDS |
|---|---|--|--|---|
| <p>REVIEW (12 days)</p> <p>--Accent, capitalization, and punctuation rules in Spanish, pgs. R9-R10 in text</p> <p>--Vocabulary unit on animals, idiomatic expression and the hospital</p> <p>--Review the subjunctive</p> <p>--Imperfect subjunctive</p> <p>--Movie: <i>Sol y viento</i></p> | <p>--Apply accent, capitalization, punctuation rules</p> <p>--Expand on some common vocabulary used</p> <p>--Be able to apply the subjunctive in sentences when appropriate</p> <p>--Be able to apply the imperfect subjunctive in sentences when appropriate</p> | <p>--Review packets</p> <p>--Review games</p> <p>--Activity p. 82-92 in <i>Schaum's Spanish Grammar</i></p> <p>--Listening and comprehension activities with the CD, <i>Sol y viento, Prólogo</i></p> <p>--Listening activities with songs using the subjunctive tense (Juanes, Jose Luis Ortega)</p> <p>-AP style paired and timed speaking dialogues with multiple partners</p> <p>-Reading authentic children's stories and poems using animals as characters</p> | <p>--Baseline test</p> <p>--Written quiz on grammar rules</p> <p>--Written quiz on the vocabulary</p> <p>--Comprehension quiz: on a Fairy Tale or Children's story using animals</p> <p>--Writing/speaking project: Children's story with animals</p> <p>--Quiz on the subjunctive and the imperfect subjunctive</p> <p>--Speaking: Lingt-In: Using "if clauses" in the subjunctive</p> <p>--Listening: <i>Sol y viento: Prólogo</i></p> | <p>ACTFL: 1.1, 1.2,1.3,2.1,2.2,3.1, 3.2,4.1,4.2,5.1</p> <p>CCR:</p> <p>R: 1-8,9</p> <p>SL: 1-6</p> <p>L: 1-6</p> <p>W: 1-4-6,10</p> |

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| | | | <p>--Journal entry: <i>Para escribir</i> for the Prologue of <i>Sol y viento</i></p> <p>--Journal entry: Themes of the songs done in class</p> | |
| <p><u>Unit 1.1 (15 days)</u></p> <p>Essential Question: <i>--How does solicitation for a job in various Spanish-speaking countries compare with the United States?</i></p> <p>-- Present Tense review and office related vocabulary --Vocabulary-Job applications --Professions vocabulary --Direct and Indirect Object Pronouns their positions in the sentence with different types of constructions and double object pronouns</p> | <p>--Listening comprehension, cultural awareness, grammar review, speaking and writing --Apply knowledge of present tense --Talk about professions and job interviews --Fill out a job application --Talk about work in an office --Ask and answer work-related questions/write and answer interview questions --Expand vocabulary of professions --Review the uses of SER and ESTAR and know differences in greater depth</p> | <p>--Culture: p. 2, 3 --Read p 6 & 7 & Make vocab list -- Read pgs. 6 &7 identifying verbs in the present and using these to review conjugations (<i>Abriendo Puertas</i> for review, pgs. 192-220 for review) --<i>A Responder</i>, p.7 --Exercises, p. 8 & 9 in text --AP style paired dialogue (p. 17 #15) timed and with multiple partners --<i>Abriendo Puertas</i> pg. 81 --Listening Activity, pg.140 in <i>Abriendo Puertas</i> --Activity p. 26 <i>Una Encuesta: Speaking</i> --Fill in a chart for uses of SER/ESTAR --Cuaderno p. 2-3 p. 14 #10 --Listening p. 15 #11 --Exit slip: p. 15 <i>Para y Piensa</i></p> | <p>--Written quiz on vocabulary --Written: Ser and Estar quiz --Written quiz on the direct and indirect object pronouns --Speaking: Lingt-In Integration Activity (p. 6 Cuaderno) --Unit 1.1 Test: Writing/Reading/Listening Synthesis Activity (Cuaderno p. 7) --Journal entry: <i>Para escribir</i> of episode 1 of <i>Sol y Viento</i> --Journal entry: Interview questions</p> | <p>ACTFL: 1.1, 1.2,1.3,2.1,2.2,3.1, 3.2,4.1,4.2,5.1</p> <p>CCR: R: 1-10 SL: 1-6 L: 1-6 W: 1,2,4-6,10</p> |

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| <p>--Particulars of “Ser/Estar” in the Present, Preterit and Imperfect Tenses -- Movie: <i>Sol y viento</i></p> | <p>--Use and place pronouns correctly</p> | <p>--p. 16 Diálogo #13 --Exit slip Para y Piensa p. 17 --“Cuaderno” p. 4-5 --Text p. 20 #17 listening --Recorded speaking in groups: Comparación Cultural p. 21 <i>Las horas de trabajo</i> --“<u>Abriendo Puertas</u>,” pgs. 454-470 --Exit slip: p. 21 Para y Piensa --p. 22 Diálogo: Read and make a chart of DO and IDO pronouns --Exit slip: p. 23 <i>Para y Piensa</i> --p. 24 and 25 #21 --p. 25 #22 --p. 25 #24 --classzone.com --Activities with <i>Sol y Viento</i> Episode 1</p> | | |
| <p><u>Unit 1.2 (18 days)</u> Essential Question: <i>How do work habits and vacation plans of Spanish- Speaking countries compare with those of the United States?</i></p> | <p>--Describe the ideal employee --Exchange work-related emails --Talk about work place communications --Listening comprehension, cultural</p> | <p>--p. 33 A responder --Rd. p, 32, 33 - Make vocab list --Exercises in text, pgs. 34-35, #1-3 (together) --<i>Cuaderno</i> p. 11 --Read <i>Comparación Cultural</i> and discuss p. 35</p> | <p>--Vocabulary quiz unit 1.2 --Written quiz on reflexive pronouns --Quiz on verbs with prepositions --Listening: AP Prep p. 70 text --Speaking: AP Prep p. 71</p> | <p>ACTFL: 1.1, 1.2,1.3,2.1,2.2,3.1,3.2, 4.1, 4.2, 5.1 CCR: R: 1-10 SL: 1-6</p> |

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| <p>--Vocabulary of work place communication and work etiquette --Reflexive pronouns --Verbs with prepositions --Reading: “”<i>La señorita Julia</i> --Movie, <i>Sol y viento</i></p> | <p>awareness, grammar review, speaking and writing --Know how to compose a formal synthesis essay --Review and expand use of reflexive verbs and pronouns --Use the following correctly: <i>convertirse, ponerse, hacerse, llegar a ser, volverse, quedarse</i> --Review the correct choice of prepositions with verb</p> | <p>--Exit slip: <i>Para y Piensa</i> p. 35 --Reading and questions pgs. 36, 37 #5 --Write a formal email: p. 37 #6 --Exit slip: p. 37 <i>Para y Piensa</i> --Explain/chart the verbs: <i>convertirse, ponerse, hacerse, llegar a ser, volverse, quedarse</i> p. 374 <i>Abriendo Puertas</i> --Cuaderno p. 12-13 --Exercises on pgs. 39, #8, 9, 10 in text --Additional practice in “<i>Abriendo Puertas</i>”, pgs. 371-380 as needed --p. 40 Speaking #11 --P. 40 <i>Comparación cultural</i>: Read and discuss --Exit slip: p. 40 <i>Para y Piensa</i> --p. 41 read and make a chart of the reflexive verbs, p. 42 #12 ----AP style paired dialogue (p. 42 #14) timed and with multiple partners --Exit slip: <i>Para y Piensa</i> p. 42 --p. 43,44 Read and take notes --p. 45 # 15-16 --<i>Cuaderno</i>: p. 14-15 --Activities, pgs. 46 #17, 18 --Class Zone</p> | <p>text, Lingt-In --Writing and Speaking Project: “<i>La señorita Julia</i>” --Synthesis essay: Similarities and differences in industries related to ecology and the environment in Spanish-Speaking countries and the United States (p. 64-67) --Journal entry: <i>Para escribir</i>: Episode 2 of <i>Sol y Viento</i> --Journal entry: <i>Mi trabajo ideal</i> --Journal entry: Interview questions</p> | <p>L: 1-6 W: 1-10</p> |
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| | | --Cell phone recorded group conversation: p. 47 #19 --p. 47: Comparación cultural: read and discuss --p. 47 Exit Slip: <i>Para y Piensa</i> --p. 48 read and chart out prepositions, #20 --Exit Slip: p. 49 <i>Para y Piensa</i> --P. 52 #24 --Activities for <i>Sol y viento</i> : Episode 2 | | |
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November/December/January (MP #2)

| CONTENT & ESSENTIAL QUESTIONS | SKILLS | ACTIVITIES | ASSESSMENTS (Formative/Summative) | STANDARDS |
|--|--|--|---|---|
| Unit 2.1 (22 days) Essential Question: -- <i>What popular sports are played in the Spanish-Speaking world?</i> -- <i>Why is it important to learn about the United Nations?</i> --Sports and outdoor | --Talk about outdoor sports and sports equipment --Ask and answer questions about your favorite sports --Learn what sports/activities are done in Spanish-Speaking countries | --Culture: p. 72, 73 --Read p. 76,77 and make vocabulary list --“Abriendo Puertas”, pgs. 48-50 -- <i>A responder</i> , p. 77 -- <i>Cuaderno</i> : p. 23 --P. 78, #1-5 --Exit Slip: p. 79 <i>Para y Piensa</i> --Reading: p. 80 #6, 7 --Exit Slip: p. 81 <i>Para y Piensa</i> | --Vocabulary quiz on unit 2.1 --Quiz on conjugation of Imperfect and Preterite --Unit 2.1 test: Listening/Reading/Writing Synthesis Activity (Cuaderno p. 29) --Oral presentation: Sports broadcast of a | ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1 CCR: R: 1-8,10 SL: 1-6 L: 1-6 W: 1-6 |

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| <p>activities --Preterite and Imperfect review --Verbs that change their meaning in the Preterite --Cultural trip to the United Nations --Movie, <i>Sol y viento</i></p> | <p>--Read authentic sports articles from countries to identify use of vocabulary and expressions. --Solidify knowledge of the Imperfect and Preterite --More detailed knowledge of the use of certain verbs in the Imperfect and the Preterit --Expand vocabulary on sports --Expand on cultural awareness and improve on listening and writing skills --Learn about the purpose of the United Nations</p> | <p>--Homework: Report on a sports game that happen this week --Read p. 82 and 83 and chart the imperfect vs. preterite --Cuaderno p. 24-25 --p. 84, 85 #9-12 together --p. 85 #13 --Exit slip: <i>Para y Piensa</i> p. 86 --Read sports interviews and chart the preterite and imperfect, #15 p. 88 --Exit slip: <i>Para y Piensa</i> p. 88 --Read and take notes on p. 89 --Cuaderno p. 26-27 --Exercises in text: p. 90 #18, 19 --Speaking: #21 --p. 91 <i>Comparación cultural</i>: Read and discuss --Exit Slip: p. 91 <i>Para y Piensa</i> --p. 92 Read the email, questions p. 93 #22 --Exit slip: p. 93 <i>Para y Piensa</i> --AP style dialogue with multiple partners p. 93 --Exercises as needed in “Abriendo Puertas” --Review activities on p. 94-96 #24, 25, 27 --Activities <i>Sol y Viento</i>: Episode 3</p> | <p>game at Bethel High School using AVATARS on goanimate.com --Lingt-In Synthesis Speaking Activity: p. 28 <i>Cuaderno</i> --Journal entry: <i>Para escribir</i> for episode 3 of <i>Sol y viento</i> --Journal entry: Write a summary about your experience at the UN --Journal entry: p. 86 <i>Los hispanos en las grandes ligas</i></p> | |
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| <p>Unit 2.2 (23 days)</p> <p>Essential Question: <i>What professional sports teams in the United States have players from Spanish-Speaking countries and where are they from?</i></p> <p>--Indoor sports, games, and activities --Comparison of equality and inequality and superlatives --Gerund and progressive tenses --Movie, <i>Sol y viento</i> --Reading, “<i>Los tres cuervos</i>” --AP Data Collection</p> | <p>--Expand vocabulary --Talk about indoor sports and activities --Discuss what you and others do in your free time --Compare similarities and differences --Review and expand uses of the gerund --Read about popular sports in three Latin American countries and then compare them with popular sports in different areas of the United States. --Improve Reading Comprehension --Expand on cultural awareness, listening and writing skills --Prepare for the AP test</p> | <p>--Read and make a vocabulary list, p. 102, 103 --<i>Cuaderno</i> p. 33 --<i>A responder</i>, p. 103 --P. 104 #1, 3, 4 --P. 105 <i>Comparación cultural</i>, read and discuss --Exit Slip: p. 105 <i>Para y Piensa</i> --P. 106 read and summarizes the game with a pyramid chart, # 5 --P. 107 #7, with a partner create a new game and present to the class --Exit slip: <i>Para y Piensa</i> p. 107 --P. 108 read and take notes/chart --“<i>Avancemos</i>”, p. 108, “<i>Abriendo Puertas</i>”, pgs. 571-572 --Exercises: p. 109 #8,9 10 --Exercises:#11, 12 p.110 --<i>Comparación cultural</i>, p. 110 Read and discuss --Exit slip: p. 110 <i>Para y Piensa</i> --P. 111 read and chart the nouns and adjectives, #13 --Exit slip: p. 112 <i>Para y Piensa</i> --<i>Cuaderno</i> p. 34-35 --Read and take notes/chart p. 113</p> | <p>--Quiz on the indoor sports, games and activities vocabulary --Quiz on comparison of equality and inequality and superlatives --Quiz on gerund and progressive tenses --Synthesis Essay: Compare the life and career of Julieta Granada and Tiger Woods (p. 136) -- Written Project: <i>Una isla deportiva</i> --Reading quiz: “<i>Los tres cuervos</i>” --Journal Entry: “<i>Los tres cuervos</i>”: <i>Para escribir</i> --Journal entry: <i>Para escribir</i>, p. 128 --Journal entry: <i>Para escribir</i> for episode 4 of <i>Sol y Viento</i> --Lingt-in Synthesis AP Speaking Activity p. 140</p> | <p>ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p> <p>CCR: R: 1-10 SL: 1-6 L: 1-6 W: 1,2,4-10</p> |
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| | | <p>--Cuaderno p. 36-37 --P. 115 #16, p. 116 #18 --p. 116 #19, 21 --Read <i>Comparación cultural, El dominó</i>, p. 117 and play dominos --Exit slip: p. 117 <i>Para y Piensa</i> --P. 118 read and complete p. 119 #22 --Exit slip: p. 119 <i>Para y Piensa</i> --P. 119 Speaking: AP style paired dialogue time with multiple partners --Read p. 134-137 and answer questions --Synthesis Activity: p. 122 #25 <i>Integración</i> --Review games --Activities for Sol y Viento, Episode 4 --p. 140 and 141 in the text</p> | | |
| Midterm Exam | | Review for Midterm | Midterm Exam | |

February/March/April (MP #3)

| CONTENT & ESSENTIAL QUESTIONS | SKILLS | ACTIVITIES | ASSESSMENTS (Formative/Summative) | STANDARDS |
|---|---|--|--|---|
| <p>Reader: <i>Don Quijote de la Mancha</i> (15 days)</p> <p>Essential Question: --What is the theme of <i>Don Quixote</i>? What important lessons should we extract from this text?</p> | --Reading comprehension | <p>--Journal entries and power point presentations</p> <p>--Mini clips of movies of <i>Don Quijote de la Mancha</i></p> <p>--Field trip to view the play, <i>El Quijote</i></p> | <p>--Comprehension quizzes on <i>Don Quijote de la Mancha</i></p> <p>--Essay: <i>La locura y la lógico representado en Don Quijote de la Mancha</i></p> | <p>ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p> <p>CCR: R:1-10 SL:1-6 L:1-6 W:1,2,4-10</p> |
| <p><u>Unit 3.1 (20 days)</u></p> <p>Essential Questions: --Compare and contrast the most visited beaches in the United States with those in various Spanish-speaking countries? --What is unique about some of those beaches?</p> | <p>--Make plans and talk about a vacation</p> <p>--Describe results and states</p> <p>--Talk about past events</p> <p>--Know how to use the past participles to talk about results and states and to form participial clauses</p> <p>--Review and expand on</p> | <p>--P. 142, 143 Culture reading</p> <p>--Read and make a vocab list with pgs. 146, 147</p> <p>--A responder p. 147</p> <p>--p. 148 #1-4</p> <p>--Exit slip: Para y piensa p. 149</p> <p>--Cuaderno p. 45</p> <p>--Reading and questions on p. 150 and 151</p> <p>--Recorded cell phone group Speaking p. 151 #8</p> | <p>--Vocabulary quiz on planning a trip</p> <p>--Quiz on the past participle</p> <p>--Quiz on the present perfect and past perfect tenses</p> <p>--Unit 3.1 test: Synthesis essay (Reading, listening, writing) p. 51 cuaderno</p> | <p>ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p> <p>CCR: R: 1-10 SL: 1-6 L: 1-6 W: 1,2,4-6,10</p> |

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| <p>--Vocabulary related to planning a trip -- Past Participle review --Present Perfect and Past Perfect Tenses --Movie, <i>Sol y viento</i> --Reading, <i>El árbol de oro</i></p> | <p>the use of the Present and past Perfect Tenses --To improve reading comprehension and writing skills --Expand on cultural knowledge, listening and writing skills</p> | <p>--Exit slip: p. 151 <i>Para y piensa</i> --Read and take notes on p. 152 --P. 153 # 9 and 10 --P 153 Listening #11 --P. 154 speaking #12 --<i>Comparación cultural</i>, read and discuss, p. 155 --Exit slip: p. 155 Para y Piensa --Reading p. 156 #14 --AP style dialogue with multiple partners (p. 157 #16) --Exit slip: p. 157 Para y piensa --<i>Cuaderno</i>: p. 46-47 --Read and take notes on p. 158 --<i>Cuaderno</i> p. 48-49 --P. 159 #17-20 --Speaking survey: p. 166 #28 --Exit slip: p. 161 Para y piensa --Reading p. 162: read and chart the present and past perfects with their infinitives --P. 163 #22 --Exit slip: p. 163 Para y piensa --P. 164 Activities #25, 27 --Review games --pgs. 25-34 in <i>Lecturas literarias</i>, “El árbol de oro” --Activities for <i>Sol y viento</i> episode 5</p> | <p>--Quiz on “El árbol de oro” --Lingt-in dialogue: Vacation related --Journal entry: <i>Conexión personal</i> of the reading “El árbol de oro” --Journal entry: <i>Para escribir</i> for episodes 5 of <i>Sol y Viento</i> --Journal entry: <i>Comparación cultural</i>: p. 161</p> | |
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April/May/June (MP #4)

| CONTENT & ESSENTIAL QUESTIONS | SKILLS | ACTIVITIES | ASSESSMENTS (Formative/Summative) | STANDARDS |
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| <p>Unit 3.2 (25 days) <i>10-MP3, 15-MP4</i></p> <p>Essential Question: <i>--How would plan and sign up for a study abroad program? What would it entail and where would you go?</i></p> <p>--Airplane travel and arrangements --Future and Conditional Tenses --The future and conditional to express probability and conjecture --Movie, <i>Sol y viento</i> --Planning a vacation</p> | <p>--Check in at an airport --Talk about airplane travel --Discuss travel arrangements and concerns --Use tenses correctly and review conjugations --Expand knowledge on the use of the future and conditional tenses --Expand on cultural awareness, listening and writing skills --To prepare for the AP test --To learn about the climate of different Spanish-speaking countries --To explore different vacation options in Spanish-speaking</p> | <p>--Read and make vocabulary list, p. 172-173 --“<i>Avancemos</i>,” Unit 3.2 and “<i>Abriendo Puertas</i>”, pgs. 245-257 --P. 174 #1-3 in the text --P. 175 cultural reading --P. 175 Exit slip: <i>Para y piensa</i> --P. 176 Reading, #5 --P. 177 Exit slip: <i>Para y piensa</i> --<i>Cuaderno</i>: p. 55 --Read and take notes on p. 178 --P. 179 #8-13 --P. 181 Cultural Reading and questions --P. 181 Exit slip: <i>Para y piensa</i> --P. 182 Dialogue Reading, #14 --P. 183 Exit slip: <i>Para y piensa</i> --<i>Cuaderno</i> p. 56-57 --Read and take notes on p. 184 --P. 187-188 #17-22 --P. 187 Cultural reading and questions --Exit slip: p. 187 <i>Para y piensa</i></p> | <p>--Quiz on the 3.2 vacation vocabulary --Quiz on future and conditional tenses --Quiz on future and conditional tenses to express probability --Project: Research and present orally using power point a trip you will take to a Spanish-speaking country --Lingt-in synthesis speaking activity (p. 60 <i>cuaderno</i>) --Journal entry: <i>Para escribir</i> for episode 6 of <i>Sol y Viento</i></p> | <p>ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p> <p>CCR: R: 1-10 SL: 1-6 L: 1-6 W: 1,2,4-10</p> |

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| | <p>countries --Explore vacation options in the Latin America --Improve writing/speaking skills</p> | <p>--Reading p. 188 and #23 --AP paired speaking dialogue with multiple partners p. 189 #25 --Exit slip: p. 189 <i>Para y piensa</i> --Cuaderno p. 58-59 --P. 192 #27 --P. 193 <i>Para y piensa</i> --Cuaderno p. 60-61, 70 --Review games --Activities for <i>Sol y viento</i> Episode 6 --In the text: p. 202 -207 --Text p. 202-207 --Internet --Review packets and games --Unit review test pages: 208-209, 138-139, p. 68-69</p> | | |
| <p>Reader: <i>Lazarrillo de Tormes</i> (27 days)</p> | <p>--Improve reading and communication skills</p> | <p>--Answer questions in text and study grid --Class recorded discussions --Video</p> | <p>--Comprehension quizzes on “Lazarrillo de Tormes” --Journal entries on “Lazarillo de Tormes” --Essay on <i>la novela picaresca</i> -Journal entries on <i>Lazarillo de Tormes</i></p> | <p>ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1 CCR: R:1-10 SL:1-6 L:1-6 W:1,2,4-10</p> |
| <p>Final Exam (3 days)</p> | | <p>Review for Final Exam</p> | <p>Final Exam</p> | |

IV. Assessments:

Marking Period 1

| Quizzes | Tests |
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| <ul style="list-style-type: none">• Quiz on grammar rules• Quiz on a Fairy Tale or Children's story• Quiz on the subjunctive and imperfect subjunctive• Lingt-In speaking activity with the "si" clauses• Listening: <i>Sol y viento, prólogo</i>• Unit 1.2 vocabulary quiz• SER vs ESTAR quiz• Quiz on direct and indirect object pronouns'• Lingt-in speaking activity, p. 6 <i>Cuaderno</i>• Unit 1.1 test• Unit 1.2 vocabulary quiz• Quiz on reflexive pronouns and verbs with prepositions• Lingt-In speaking activity, p. 71 text | <ul style="list-style-type: none">• Baseline test• Written Project: Children's story with animals• Small test on grammar reviewed/learned• Project: <i>La señorita Julia</i>• Environment and ecology essay• Unit 1.1 test |

Marking Period 2

| Quizzes | Tests |
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| <ul style="list-style-type: none">• Vocabulary quiz on unit 2.1• Quiz on the imperfect and preterite• Lingt-in speaking activity: p. 28 <i>Cuaderno</i>• Quiz on unit 2.2 vocabulary• Quiz on comparison of equality and inequality and | <ul style="list-style-type: none">• Unit 2.1 test• Oral presentation: Sports broadcast• Synthesis essay comparing the life of two golf players• Project: <i>Una isla deportiva</i> |

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| superlatives <ul style="list-style-type: none"> • Quiz on gerund and progressive tenses • Quiz on <i>Los Tres Cuervos</i> • Lingt-in speaking activity: p. 140 | |
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Marking Period 3

| Quizzes | Tests |
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| <ul style="list-style-type: none"> • Comprehension quizzes on <i>Don Quijote de la Mancha</i> • 3.1 vocabulary quiz • Quiz on the past participle • Quiz on the present perfect and past perfect tenses • Quiz on “El árbol de oro” • Lingt-in dialogue, topic: vacations | <ul style="list-style-type: none"> • Unit 3.1 test • <i>Don Quijote de la Mancha</i> essay |

Marking Period 4

| Quizzes | Tests |
|---|--|
| <ul style="list-style-type: none"> • Quiz on 3.2 vocabulary • Quiz on future and conditional tenses • Quiz on future and conditional tenses to express probability • Lingt-in speaking activity (p. 60 <i>Cuaderno</i>) • Comprehension quizzes on <i>Lazarrillo de Tormes</i> | <ul style="list-style-type: none"> • Trip project • Essay: <i>La novella picaresca</i> |

DATA COLLECTION:

- Baseline
- AP preparation activities for each unit: 71, 140, 210, p. 280, p. 350, p. 421
- RTI Studio Assessments in Speaking, Listening, Reading, and Writing (TBD)

V. Resources

Text:

- *¡Avancemos 4! Chapter 1-6.2*
- *Abriendo Puertas: Lenguaje*
- *Schaum's Outlines: Spanish Grammar, 5th Edition*

Readers:

- *Lazarrillo de Tormes*
- *Don Quixote*

Supplementary Materials:

- All supplementary materials from *¡Avancemos 4!* (Audio series, Workbook (*Cuaderno*), resource book, & Assessment books: (Pre-AP assessment book & On-Level assessment book).

- www.classzone.com: Interactive website created by McDougal Littell, which is designed to accompany the textbook. In classzone.com there are many resources and personalized practice for students.

→ Resources most used on classzone.com are: (Flashcards, Sample quizzes, Home Tutor, & Conjuguemos.com)

- <http://my.hrw.com> To access the workbook online

- *Sol y Viento - Lights, Camera, SPANISH!* -McGraw Hill

Bethel Public Schools
Spanish 42 Curriculum 2012

I. Alignment to ACTFL Standards and College and Career Readiness Standards (CCR)

GOALS: At the end of Spanish 42, we expect students to demonstrate the following skills:

ACTFL STANDARDS:

Communication: (All ACTFL standards including communication, cultures, connections, comparisons, and communities)
(Intermediate-Mid ACTFL Proficiency level)

A. Speaking:

- To handle successfully a number of familiar topics, in the present, past, future and conditional.
- To ask questions, respond to statements, and sustain conversations/oral presentations of 5-10 minutes using complete sentences and a variety of vocabulary and grammar structures.
- To demonstrate increasing accuracy in pronunciation and intonation when presenting material with increased fluency.
- To demonstrate confidence and willingness to take risks while speaking in Spanish.

B. Listening:

- To understand and respond to suggested cues and informal and formal listening activities found in various sources of media.

C. Writing:

- Students will use various authentic sources in Spanish to write informal and formal essays that demonstrate their competency by using of a variety of vocabulary, reading comprehension, syntax usage and orthography in the Spanish language.

D. Reading:

- Student acquires information from authentic sources in Spanish.
- The student comprehends Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.

Culture:

- To demonstrate a broader and deeper understanding of Spanish-speaking cultures through the study of the geography, history, indigenous and modern languages, cultures, and peoples of these nations. The study of these cultures includes participation in cultural activities, presentations on these cultures, and exposure to authentic materials.

Linguistic Awareness: (ACTFUL standards 5.1 and 5.2)

- The student has strong command of Spanish linguistic skills (including accuracy/fluency) that support communicative ability.

STANDARDS FOR FOREIGN LANGUAGE LEARNING**COMMUNICATION: Communicate in Languages Other Than English**

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS: Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS: Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES: Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

II. What are the most important things students will learn this year?

- A. Students will review all previously learned grammar and will learn additional verb tenses and the formation and use of the Present Subjunctive Tense.
- B. Students will be prepared to apply for jobs and participate in interviews as well as create a dialogue between an employee and an employer.
- C. Students will talk about sports and do research on sports played in Spanish speaking countries as well as create a dialogue between a reporter and an athlete. They will also write a newspaper article based one of the school sport's team.
- D. Students will talk about travel and complete travel dialogues and will also write and present an itinerary of a trip to a Spanish speaking country. They will also make a Spanish dish for the class.
- E. Students will talk about art and music and will visit an art museum to study Spanish artists and their work. They will also write about an experience at a concert or an art museum.
- F. Students will read a variety of Spanish short stories and one classic novel.
- G. Students will use effectively grammar concepts such as; the subjunctive, the imperfect vs. the preterite tenses, the perfect tenses, commands.

III. Pacing Guide:

August/September/October (MP #1)

| CONTENT & ESSENTIAL QUESTIONS | SKILLS | ACTIVITIES | ASSESSMENTS (Formative/Summative) | STANDARDS |
|---|---|---|--|--|
| <p>REVIEW (9 days) -Verb tenses</p> <p>UNIT 1.1 (20 days)</p> <p>Essential Question: <i>-How does solicitation for a job in various Spanish-speaking countries compare with the United States?</i></p> <p>-Present Tense verbs and office related vocabulary (Unit 1, L1) (2-3 days) -Basic information about self, job applications and</p> | <p>-Apply knowledge of present tense</p> <p>-Know how to give basic facts about self in job application process -Talk about professions and job interviews -Know the differences in pronoun use -Use of pronouns individually and together. Place pronouns correctly. -To expand on cultural knowledge, writing, and listening skills</p> | <p>-Verb tense review activities -"Verb of the Day" -Board games</p> <p>-Read pgs. 5 & 6 identifying verbs in the present and using these to review conjugations (<i>Cuaderno</i> for review as needed) -Exercises, p. 2-5 in <i>Cuaderno 2</i> -"<i>A Responder</i>", p.6 -Write a "<i>solicitud de empleo</i>", job description and a short paragraph describing qualifications for the job. -<i>Avancemos</i> pp.10-11. -Group cell-phone recorded conversations , <i>Avancemos</i> p. 23 Ex. 18 -Describe yourself and others</p> | <p>-Baseline test</p> <p>-Quiz on the Present Tense -Written quizzes on vocabulary -Quiz on <i>Ser and estar</i> -Quiz on Direct and Indirect Object pronouns -Journal entry: <i>Para escribir</i> (Prologue of "<i>Sol y viento</i>") -Test on Unit 1.1</p> | <p>ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p> <p>CCR: R: 1,2,4,5 L: 1-6 SL: 1-6 R: 4,5,6,9,10</p> |

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| <p>careers (3 days) -Particulars of “Ser/Estar” in the Present (2 days) -Direct and Indirect Object Pronouns (their positions in the sentence with different types of constructions and double object pronouns) (3 days)</p> | | <p>using an AVATAR on Voki.com -Exercises in <i>Avancemos</i>. Unit 1.1 pp. 14-15, ” -<i>Cuaderno 2</i> pp. 33-38 -Writing original sentences; “<i>Cuaderno 2</i>” pp.111-114 -Exercises in <i>Cuaderno</i>, Class Zone and text -Complete activities with the CD -View Movie: “<i>Sol y viento</i>” Prologue</p> | | |
| <p><u>UNIT 1.2 (16 days)</u></p> <p>Essential Question: <i>-How do work habits and vacation plans of Spanish- speaking countries compare with those of the United States?</i></p> <p>-Work place communication and work etiquette -Enriched vocabulary for writing an e-mail, letter, postcard, note, etc. -Uses and omission of</p> | <p>-Listening comprehension, cultural awareness, grammar review, speaking and writing -Know how to address and compose a basic message -Improve reading strategies and skills while learning culture -Know how to use them correctly -Distinguish between the difference in their use -Improve listening comprehension and cultural awareness</p> | <p>-Working in pairs, choose a Spanish-speaking country, research work and vacation customs, and compose a dialogue using the research (Animate.com). - Exercises in text pp. 29-32 magazine #1 -Exercises in “<i>Cuaderno 2</i>”, pp. 131-133 -Review of <i>Por</i> and <i>Para</i> -Lesson 2 review, <i>Repaso inclusivo (Avancemos)</i>, Class Zone -Activities with the CD -View film “<i>Sol y viento</i>”, Episode 1</p> | <p>-Quiz on vocabulary -Quiz on definite/indefinite articles and <i>por/para</i> -Journal entry for Episode 1, <i>Sol y viento</i> -Test Unit 1, Lesson 2</p> | <p>ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p> <p>CCR: R: 1,2,3 L: 1-6 SL: 1-6 R: 4,5,6,9,10</p> |

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| the definite and indefinite articles <i>-Por and Para</i> | | | | |
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November/December/January (MP #2)

| CONTENT & ESSENTIAL QUESTIONS | SKILLS | ACTIVITIES | ASSESSMENTS (Formative/Summative) | STANDARDS |
|---|---|---|---|--|
| <p><u>UNIT 2.1 (20 days)</u></p> <p>Essential Question: <i>-What popular sports are played in the Spanish-Speaking world and how do they differ from American sports?</i></p> <p>-Sports and outdoor activities -The Imperfect Tense of regular and irregular verbs -The Preterite Tense of regular and irregular verbs -Contrast between the</p> | <p>-Expand vocabulary on sports and outdoor activities -Improve listening skills -Know how to form and use the Imperfect tense -Know how to form and use the Preterite tense -To improve listening and writing skills. To expand on cultural awareness.</p> | <p>-Sports and outdoor activities (<i>Avancemos</i>), pp. 60-62 -Exercises in text, pp. 63-67; and activities "<i>Los Atletas</i>" in Working in Pairs CD; www.intro2spanish.com -"<i>A Escuchar</i>", <i>Avancemos</i>, p. 64 -Exercises in "<i>Cuaderno 2</i>", pp. 145-149. -Exercises in "<i>Cuaderno 2</i>", pp. 135-142 -Exercises in <i>Avancemos Cuaderno</i>; "<i>Cuaderno 2</i>" pp.149-153 -Exercise in text p. 71-72 -Multiple paired and timed dialogue using p. 72 #14</p> | <p>-Synthesis Writing/ Speaking Activity #1: Read about various Spanish-speaking athletes and then create an Avatar that talks about their life using the imperfect and preterite tense (goanimate.com). (Submit a written copy.) -Quiz on vocabulary -Quiz on the Imperfect Tense -Quiz on Preterite tense -Moodle Forum- Post a question that can be responded to with the</p> | <p>ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p> <p>CCR: R: 1-9 SL: 1, 2, 4-6 L:1-6 W:4, 5, 6,10</p> |

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| <p>Imperfect and Preterite tenses</p> | | <ul style="list-style-type: none"> -Activities with the CD -Use various activities from studyspanish.com to review the imperfect and preterite tenses -Review Unit 2, Lesson 1, Class zone -View Movie: "Sol y viento", Episode 2 | <p>imperfect and the preterite tenses</p> <ul style="list-style-type: none"> -Quiz on Imperfect vs. Preterite -Journal entry: <i>Para escribir</i> for episode 2, <i>Sol y viento</i> -Journal Activity: Using a childhood photo, student describes what he/she used to do | |
| <p><u>UNIT 2.2 (20 days)</u></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> -<i>What leisure activities are common in the United States and how do they compare with those from Spanish-Speaking countries?</i> -<i>Why is it important to learn about the United Nations?</i> <ul style="list-style-type: none"> -Vocabulary on leisure activities and games -Comparison of equality and | <ul style="list-style-type: none"> -Develop reading skills and cultural awareness -Expand vocabulary -Compare and contrast people, places, and activities -Know basic uses and be familiar with more advanced uses -Acquiring knowledge of the United Nations -To improve listening and writing skills. To expand on cultural awareness | <ul style="list-style-type: none"> -Exercises in text, pp. 84-88 -Compare famous Spanish-speaking athletes using pictures. -Class comparison between persons, places and things exercises in <i>Avancemos Cuaderno</i> -Review for the Unit 2.2 test -Research on the Internet information about the United Nations prior to our visit and take notes on visit -Exercises with the CD -View Movie: "Sol y viento", episode 3 -Field Trip to the United Nations | <ul style="list-style-type: none"> -Quiz on vocabulary -Quiz on comparatives and superlatives -Assessed on the unit test -Unit 2.2 test -Write a paragraph about your experience to the United Nations -Journal entry: <i>Para escribir</i>, episode 3 -Journal entry: Write about your visit to the United Nations | <p>ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p> <p>CCR: R: 1-9 SL: 1, 2, 4-6 L: 1-6 W: 4-6, 8,10</p> |

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| inequality and superlatives -Prepositions (<i>a, de, en</i>) and some specific uses with specific verbs -A Study of the United Nations | | | | |
| Midterm Exam Review (5 days) | | Review for Midterm Exam | -MIDTERM EXAM -Synthesis essay #2: Compare and contrast NATO with the United Nations (possibly essay section of the midterm) | |

February/March/April (MP #3)

| CONTENT & ESSENTIAL QUESTIONS | SKILLS | ACTIVITIES | ASSESSMENTS (Formative/Summative) | STANDARDS |
|--|--|---|---|--|
| <p><u>UNIT 3.1 (20 days)</u></p> <p>Essential Question: <i>-What preparations and planning do you need to do in order to take a trip abroad?</i></p> <p>-Vocabulary:</p> | <p>-Know vocabulary necessary to plan a trip and make reservations</p> <p>-Know how to form past participles and use them as adjectives</p> <p>-Be able to use these</p> | <p>-Complete exercises in text</p> <p>-Write a dialog about planning a trip with a travel agent</p> <p>-Exercise in text pp. 132-135; - <i>Cuaderno 2</i>, pp. 182-184</p> <p>-Exercises in text pp. 137-143</p> <p>-Activities with the CD</p> | <p>-Presentation of dialogue (rubric)</p> <p>-Quiz on past participles and present and past perfect tenses</p> <p>-Unit 3.1 test</p> <p>-Journal entry: <i>Para</i></p> | <p>ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p> <p>CCR: R: 1, 4, 5</p> |

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|---|--|---|--|---|
| <p>planning a trip, making reservations, buying tickets</p> <ul style="list-style-type: none"> -Past participles -Present Perfect and past perfect tenses | <p>tenses and talk about things that happened a short or long time ago</p> <ul style="list-style-type: none"> -To improve on listening and writing skills -To expand on cultural knowledge | <ul style="list-style-type: none"> -Review for Unit 3, Lesson 1 test -View Movie: "Sol y viento", Episode 4 | <p><i>escribir, Sol y viento episodio 4</i></p> | <p>SL: 1-6 L: 1-6 W: 4, 5, 6, 10</p> |
| <p><u>UNIT 3.2 (25 days)</u></p> <p>Essential Question: -What do you have to do when checking in at the airport? What is it like traveling on a plane?</p> <ul style="list-style-type: none"> -Culture: Travel destinations in Latin America (including readings in text Unit 3.1,3.2) -Vocabulary related to plane travel pp.147-148 -The Future Tense, -The Conditional Tense | <ul style="list-style-type: none"> -Increase writing oral, and presentational skills as well as knowledge -Be able to talk about plane travel -Know how to form and use the Future Tense -Know how to form and use the Conditional Tense -To improve on listening and writing skills. To expand on cultural knowledge -To improve on reading skills while learning about culture | <ul style="list-style-type: none"> -<i>Avancemos</i>, p.170 -<i>Avancemos</i> p. 149-153, -<i>Avancemos Cuaderno</i>, pp.29-31 -Exercises in <i>Avancemos</i> p. 157, 179. -Review of the Future Tense, <i>Cuaderno</i> chapter 19, <i>Avancemos pp. 154-156</i> -Group recorded cell phone conversation (<i>De viaje</i>, p. 160 #12) -"<i>Cuaderno 2</i>" pp. 198-203 -Exercises in "<i>Cuaderno 2</i>" pp.203-206 -Review of Unit 3, Lesson 2, <i>Avancemos</i> pp. 177-179 -View Movie: "Sol y viento", Episode 5 -Activities with the CD | <ul style="list-style-type: none"> -Synthesis Project #3: Power point and oral presentation: Working in pairs, plan a trip to a Spanish-speaking country that includes all the information in a detailed itinerary. -Quiz on vocabulary on plane travel -Quiz on Future and Conditional tenses -Journal entry: <i>Para escribir</i>, episode 5 | <p>ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p> <p>CCR: R: 1, 4, 5 SL: 1-6 L: 1-6 W: 2-8, 10</p> |

April/May/June (MP #4)

| CONTENT & ESSENTIAL QUESTIONS | SKILLS | ACTIVITIES | ASSESSMENTS (Formative/Summative) | STANDARDS |
|--|--|---|---|---|
| <p>UNIT 4, Lesson 1/2 (14 days)</p> <p>Essential Question: <i>-What information do you use to decide which artists or music appeals to you?</i></p> <p>-Vocabulary: Music and Art -Songs by famous Spanish musicians <i>Justo Lamas "En Concierto"</i> and/or other songs -Readings in text <i>Avancemos</i> on art, music and the Prado museum pp. 192,199,215, 221, 224 -Excursion to an art museum</p> | <p>-Use vocabulary to discuss music and art -Increase exposure to different types of Spanish music and art -Increase exposure to the arts of Hispanic cultures -Acquisition of knowledge of Hispanic art -Increase cultural knowledge and listen to authentic Spanish -To improve reading skills. -To expand on cultural awareness</p> | <p>-<i>Avancemos</i> pp. 182-184 -Exercises in text pp.185-189, 203 -Review vocabulary in songs and sing (musicians in class could perform) -Discuss and answer questions in text -Discuss the excursion to the art museum -Lecture from an art teacher on famous Latin/Spanish works of art -View a movie on the Prado museum -Activities with the CD -View movie: "<i>Sol y viento</i>", Episodes 6 and 7</p> | <p>-Quiz on music/art vocabulary -Working in pairs, choose a dialogue from "<i>Entrevista con las estrellas</i>" in <u>Working in Pairs CD</u>, conduct the interview using <u>goanimate.com</u> (rubric) -Oral Synthesis project #4- make a powerpoint or other format to present orally about an Hispanic artist one of their works of art. Include vocabulary from lesson. (Project rubric-test grade) -Journal entry: Write about your experience at the art museum</p> | <p>ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p> <p>CCR: R: 1-6 SL: 1-6 L:1-6 W: 2-10</p> |

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| | | | <p>-Synthesis essay #5: on music using <i>Muchachos</i> articles from magazines 1, 4 and 5.</p> <p>-Journal entry: <i>Para escribir, Sol y viento episodios 6 y 7</i></p> | |
| <p>UNIT 6, Lesson 1/2 (20 days)</p> <p>Essential Question: <i>-How familiar are you with Spanish programming and soap operas?</i></p> <p>-Vocabulary about television programming, soap operas and news -Culture- <u>Soap Opera Snippets in Spanish</u> (Teacher's Discovery)</p> | <p>-Become familiar with vocabulary related to television programming -Improve listening and comprehension skills Subjunctive</p> | <p>-Selected exercises from pp. 309-312 -Discuss and answer questions about video -Exercises in <i>Avancemos Cuaderno</i> and text using the vocabulary</p> | <p>-Quiz on television vocabulary -Using one of the snippets extend the episode through a 5 minute dialogue to be presented in class (rubric enclosed) -Oral presentation: Using multimedia sources create and present a pitch about a possible idea for a soap opera</p> | <p>ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p> <p>CCR: R: 1, 2, 5, 7, 10 SL: 1-6 L: 1-6 W: 4-8, 10</p> |
| <p>Reader: <i>Don Quijote de la Mancha</i> (6 days)</p> | <p>-Expand literary knowledge</p> | <p>-Use DQ power points to review the book and to prompt class discussions</p> | <p>-Quizzes on DQ/journal entries -Essay: Reality vs. Imagination as seen in</p> | <p>ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1</p> |

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|--------------------------------------|--|------------------------------|-------------------|--|
| | | | DQ | CCR: R: 1-10 SL: 1-6 L: 1-6 W: 1,2,4-10 |
| Final Exam Review (5 days) | | Review for Final Exam | Final Exam | |

V. Assessments:

Marking Period 1

| Quizzes | Tests |
|---|---|
| <ul style="list-style-type: none"> • Written quiz on the Present Tense • Written quizzes on vocabulary of Unit 1.1 • Written quiz on <i>Ser</i> and <i>Estar</i> • Written quiz on the use of direct and indirect object pronouns • Written quiz on the definite and indefinite articles • Written quiz on sports and sports activities vocabulary, Unit 2, lesson 1 • Written quiz on the conjugation and use of the Imperfect and Preterite tenses • Written quiz on Imperfect vs. Preterite tenses | <ul style="list-style-type: none"> • Baseline test • Lesson 1.1 test • Unit 1.2 test |

Marking Period 2

| Quizzes | Tests |
|---|---|
| <ul style="list-style-type: none">• Written quiz on sports and sports activities vocabulary, Unit 2, lesson 1• Written quiz on the conjugation and use of the Imperfect and Preterite tenses• Written quiz on Imperfect vs. Preterite tenses• Written quiz on vocabulary on leisure time activities and entertainment• Written quiz on comparison of equality and inequality and superlatives | <ul style="list-style-type: none">• Unit 2, lesson 1 test• Unit 2, lesson 2 test• Midterm exam• Synthesis (writing/speaking) Activity #1• Synthesis (essay) Activity #2 |

Marking Period 3

| Quizzes | Tests |
|--|--|
| <ul style="list-style-type: none">• Written quiz on the Past participle, and Present and Past Perfect tenses• Written quiz on plane travel vocabulary, Unit 3, lesson 2• Written quiz on the Future and Conditional tenses | <ul style="list-style-type: none">• Test on Unit 3, Lesson 1• Synthesis project #3 (oral) |

Marking Period 4

| Quizzes | Tests |
|--|--|
| <ul style="list-style-type: none">• Quiz on music and art vocabulary• Written quiz on vocabulary related to television programming• Written quiz on "<i>Don Quijote</i>" | <ul style="list-style-type: none">• Oral Synthesis Project #4• Synthesis Essay #5• Soap Opera project• Final Exam |

DATA COLLECTION:

- Baseline
- RTI Assessments in Speaking, Reading, Writing, and Listening (TBD)

V. Resources

Texts:

- *¡Avancemos 4!* Units 1-4,6
- *Avancemos Cuaderno*
- *Cuaderno 2*
- *Studyspanish.com*

Readers:

- *Don Quijote de la Mancha* reader

Supplementary Materials:

- All supplementary materials from *¡Avancemos 4!* (Audio series, Workbook (*Cuaderno*), resource book, & Assessment books.

- www.classzone.com: Interactive website created by McDougal Littell, which is designed to accompany the textbook *Avancemos 4*. In classzone.com there are many resources and personalized practice for students.

→ Resources most used on classzone.com are: (Flashcards, Sample quizzes, Home Tutor, & Conjuguemos.com)

- *Sol y Viento* - Lights, Camera, SPANISH! -McGraw Hill

Bethel Public Schools

Spanish Conversation 51 Curriculum 2012

I. Alignment to ACTFL and CCR Standards

GOALS: At the end of Spanish Conversation 51, we expect students to demonstrate the following skills:

Communication: (All ACTFL standards including communication, cultures, connections, comparisons, and communities)
(Intermediate-Mid ACTFL Proficiency level)

A. Speaking:

- To handle successfully a number of familiar topics, in the present, past, future, conditional, present perfect, past perfect, future perfect, conditional perfect indicative and the present, imperfect, present perfect and past perfect subjunctive.
- To ask questions, respond to statements, and sustain conversations/oral presentations of 15-20 minutes using complete sentences and a variety of vocabulary and grammar structures.
- To demonstrate increasing accuracy in pronunciation and intonation when presenting material with increased fluency.
- To demonstrate confidence and willingness to take risks while speaking in Spanish.

B. Listening:

- To understand and respond to suggested cues and informal and formal listening activities found in various sources of media.

C. Writing:

- Students will use various authentic sources in Spanish to write informal and formal essays that demonstrate their competency by using of a variety of vocabulary, reading comprehension, syntax usage and orthography in the Spanish language.

D. Reading:

- Student acquires information from authentic sources in Spanish.
- The student comprehends Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.

Culture: To demonstrate a broader and deeper understanding of Spanish-speaking cultures through the study of the geography, history, indigenous and modern languages, cultures, and peoples of these nations. The study of these cultures includes participation in cultural activities, presentations on these cultures, and exposure to authentic materials.

Linguistic Awareness: (ACTFUL standards 5.1 and 5.2)

- The student has a strong command of Spanish linguistic skills (including accuracy and fluency) that support communicative ability.

STANDARDS FOR FOREIGN LANGUAGE LEARNING

COMMUNICATION: Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS: Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS: Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES: Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and

enrichment.

COLLEGE AND CAREER READINESS STANDARDS

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

II. Enduring Understandings: What are the most important things students will learn this year?

- To review all previous learned grammar.
- To talk about steps to good health using a food pyramid and create a dialogue using specific vocabulary related to health.
- To read and interpret poetry and literature from well-known Spanish authors and poets.
- To be able to recognize and interpret similes and metaphors always present in Spanish literature.

- To discuss the value of knowing a second language with a visit to the United Nations for a guided tour conducted entirely in Spanish.
- To read the classic short play "Don Juan Tenorio" and create, interpret and present a scene and write an additional scene.
- To read a variety of Spanish short stories.
- To use effectively grammar concepts such as the subjunctive, the imperfect vs. the preterit tenses, the perfect tenses, commands.

III. Pacing Guide for the Semester:

First Quarter with Students

| CONTENT & ESSENTIAL QUESTIONS | SKILLS | ACTIVITIES | ASSESSMENTS (Formative/Summative) | STANDARDS |
|--|--|---|---|--|
| Guided dialogues (2 days) | -Improve speaking skills | -Create 3 brief impromptu dialogues based on summer vacation, school, and future plans | Baseline test | ACTFL #1.1,1.2,1.3 3.1,4.1 CCR #1,6 |
| UNIT: Dietary Habits Essential Question: <i>How are the dietary habits of Americans similar or different from those of the Hispanic culture?</i> -"Triángulo", Chapter 2, | -Acquire and use new vocabulary -Improve listening skills | -Find information of the internet related to the diets of the American population and the Hispanic population -With your group, design the ideal 5 food group pyramid for a healthy diet | -Vocabulary quiz -Oral presentation about the food pyramid created by the group followed by a discussion | ACTFL #1.1, 1.3 CCR R. #1,2,7 SL. #2,4 L. #1,2,,3,6 |

| | | | | |
|---|---|---|--|--|
| <p>"La salud" -Vocabulary, pp. 27-28 -Audio Corto, p. 29 -"<i>Conversacion y Controversia</i>", Chapter 11, "La salud y la medicina" pp. 94-97 -Vocabulary, p.98 (5 days)</p> | <p>-Improve speaking skills -Acquire and use new vocabulary</p> | <p>-Discussion activities, pp.95 & 97</p> | <p>-Vocabulary quiz -Create and present a 2 person dialogue using recent vocabulary related to health (rubric)</p> | <p>W. # 4,5,6</p> |
| <p>Literature Unit, Part 1 -<i>Don Juan Tenorio</i>", Chapters 1-5 pp. (8 days) -Grammar points from "<i>Don Juan Tenorio</i>" (specific review will be determined by the students) (3 days) "<i>Don Juan Tenorio</i>"- Chapters 6-10 pp. (6 days) -Vocabulary usage through similes and metaphors</p> | <p>-Acquire new vocabulary -Improve reading skills -Improve speaking skills -Application of previously learned material -Acquire and use new vocabulary -Analyze the similes and metaphors as they are applied to the text</p> | <p>-Research facts about Seville, Spain in 1545 -Questions in text, pp.71-72 -Variou grammar activities from "<i>Una vez más</i>" -Graphic organizer to keep notes on characters, places, and events -Answer questions in text, p. 72 -Create and act out one of the scenes from Chapters 6-10</p> | <p>-Pictorial essays on a favorite scene followed by oral discussion (Quiz) -Written test on Chapters 1-5 -Presentation of dialogue (rubric- test grade)</p> | <p>ACTFL # 1.1, 3.1, 3.2 CCR R. # 1,2,7 SL. #1,6 L. # 1,2,5,6</p> |
| <p>UNIT: Family Essential questions: <i>What are some of the qualities that define a</i></p> | <p>-Improve conversational skills -Improve research,</p> | <p>-<i>Ensayo corto</i>, and oral presentation p. 212 -Research a relationship of</p> | <p>- Present your findings in an oral presentation to the class (rubric-quiz grade)</p> | <p>ACTFL # 1.1, 1.2, 2.1, 2.3, 4.1, 4.2</p> |

| | | | | |
|---|---|--|--|--|
| <p><i>close-knit family? How do these affect the relationships among family members?</i> -"<i>Triángulo</i>", Chapter 9 "El prójimo", p.199-201 -Vocabulary (2 days)</p> <p>-"<i>Encuentros Maravillosos</i>", Chapter 4 "Nada menos que todo un hombre " (Miguel de Unamuno) pp.73-79 -Vocabulary (2 days) -"<i>Conversacion y controversia</i>"- Chapter 8, "El aborto" pp.69-71 -Vocabulary, p. 73</p> | <p>writing, and presentational skills</p> <p>-Improve reading and vocabulary skills -Improve speaking skills</p> <p>-Improve reading -Improve conversational skills</p> | <p>people or countries in current events or history and write a description of the relationship</p> <p>-Vocabulary exercises A,C pp. 74-75 -<i>Preguntas de discusión</i> p. 78 -<i>Expresándonos</i> p. 79</p> <p>-Discussion activity, p.72 -Research information regarding beliefs and laws regarding abortion</p> | <p>-Discussion on parental expectations</p> <p>- Debate the issue of abortion (debate rubric-quiz grade)</p> | <p>CCR R. # 1,2,3,4 SL.# 4,6 L. # 1,2,3,4 W. #7</p> <p>ACTFL # 1.1, 2.1 CCR R. #1,2 SL. # 1 L. # 1,2,3 ACTFL # 1.1,1.2 CCR R. # 1,2 SL. # 1 L. # 1,2,3 R. # 1,2</p> |
| <p>Literary Unit, Part 2</p> <p>-"<i>Don Juan Tenorio</i>" , Chapters 11-23 (8 days)</p> | <p>-Improve reading and speaking skills</p> | <p>-Answer questions in text, pp.72-74 -<i>Para hablar en clase</i>, p.74 -Write an additional scene to "Don Juan Tenorio", including as many as 5 characters</p> | <p>-Presentation of additional scene- (rubric-test grade)</p> | <p>ACTFL # 1.1, 3.1, 3.2 CCR R. # 1,2,7 SL. # 1,6 L. # 1,2,5,6 W. # 4,5</p> |

Second Quarter with Students

| CONTENT & ESSENTIAL QUESTIONS | SKILLS | ACTIVITIES | ASSESSMENTS (Formative/Summative) | STANDARDS |
|--|---|--|---|--|
| <p>UNIT: Immigration</p> <p>Essential question: <i>What are some of the problems facing immigrants in the United States?</i></p> <p>-Video-"Under the same moon"; "<i>Conversación y controversia</i>"- -"La inmigración" p. 90 (4 days)</p> | <p>-Develop synthesizing skills and debating skills -Develop reading skills</p> | <p>-Develop questions based on the video and discuss them in class -Activities and questions in text - Find 3 articles on the internet that deal with the plight of Spanish immigrants coming to America</p> | <p>-Debate on immigration (debate rubric-quiz grade). -Synthesis essay on immigration (quiz)</p> | <p>ACTFL #1.1,1.3,2.1,3.1,3.2,4.2 CCR R. # 1,2,6,9 SL. # 1,2,4,5,6 L. #1,2,3 W.# 1,4,5,6,8,9</p> |
| <p>UNIT: Technology</p> <p>-Essential questions: <i>Does television programming and technology use differ much between the United States and Spain?</i></p> | <p>-Develop reading, conversational, research, and presentational skills</p> | <p>-Audios Cortos -Exercises in text -Research information on the internet regarding television programming in a Spanish-speaking country of your</p> | <p>-Discuss the reading with additional discussion of the impact of technology and communication (format- talk show) quiz -Vocabulary quiz</p> | <p>ACTFL # 1.1,1.3,3.1,3.2,4.2 CCR R. # 1,2,6,9 SL. # 1,2,4,5,6 L. # 1,2,3</p> |

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|--|---|---|--|--|
| <p>"Triángulo"- El ocio", p. 101; vocabulary on media with an emphasis on television and technology; reading pp. 115-116 (8 days)</p> <p>-Grammar review as needed, "<i>Una Vez Más</i>" (2days)</p> | | <p>choice</p> <p>-Selected exercises in "<i>Una Vez Mas</i>"</p> | <p>-In groups, students will choose a particular sitcom on TV and translate and perform, in Spanish, a scene from the show (project rubric-Test grade)</p> | <p>W. # 1,4,5,6,8,9</p> |
| <p>UNIT: Firearms</p> <p>-Essential Question: <i>What are the issues surrounding the use of firearms?</i></p> <p>-"<i>Conversación y controversia</i>"- Las armas de fuego", Chapter 14, reading and vocabulary (2 days) City (2 days)</p> | <p>-Review and reinforce previously learned grammar</p> <p>-Develop conversational , reading , and presentational skills</p> <p>-Develop listening skills</p> | <p>-Discuss the use and misuse of firearms</p> <p>-Research on the internet the laws governing the use of firearms</p> <p>-Vocabulary exercises in text</p> | <p>- Debate on the use of firearms (rubric-quiz)</p> <p>-Vocabulary quiz</p> | <p>ACTFL # 1.1,1.3,3.1,3.2, 4.2 CCR R. # 1,2,6,9 SL. # 1,2,4,5,6 L. # 1,2,3 W. # 1,4,5,6,8,9</p> |
| <p>UNIT: Generation Gap</p> <p>-Essential Question: <i>What are some of the</i></p> | <p>-Improve listening</p> | <p>-Activities in text</p> | <p>-Debate on the generation</p> | <p>ACTFL</p> |

| | | | | |
|---|--|---|---|--|
| <p><i>possible factors that can help close the generation gap?</i> -<i>"Encuentros Maravillosos"</i>- "Como agua para chocolate"(fragment), Laura Esquivel - Video of "Como agua para chocolate"</p> | <p>and speaking skills</p> <p>-Acquisition of new vocabulary ; improve research, reading and speaking skills</p> | <p>-Research on the internet facts about relationships between parents and children in a Spanish-speaking country</p> | <p>gap, relationship between parents and children (debate rubric- quiz grade)</p> | <p># 1.1,1.3,3.1,3.2, 4.2 CCR R. # 1,2,6,9 SL. # 1,2,4,5,6 L. # 1,2,3 W. # 1,4,5,6,8,9</p> |
| <p>UNIT: Censorship</p> <p>-Essential Question: <i>How do censorship laws in Spanish-speaking countries compare with those of the United States?</i></p> <p>-<i>"Conversación y controversia"</i>- "La censura", Chapter 12 reading and vocabulary (3days)</p> <p>-Telenovela -15 minute memorized soap opera scene(preparation and presentation, (6 days)</p> | <p>-Utilize speaking, writing, and presentational skills learned</p> <p>-Develop speaking and writing skills</p> | <p>-Synthesize information found into a power point presentation on censorship laws in a Spanish-speaking country as they apply to printed and visual media (rubric-test grade)</p> <p>-Write a soap opera scene that includes 4-5 characters</p> | <p>-Presentation of Power Point on censorship (project rubric-test grade)</p> <p>-Final Exam (project rubric)</p> | <p>ACTFL # 1.1,1.3,3.1,3.2, 4.2 CCR R. # 1,2,6,9 SL. # 1,2,4,5,6 L. # 1,2,3 W. # 1,4,5,6,8,9</p> |

IV. Assessments

First Quarter with students

| Quizzes | Tests |
|---|--|
| <ul style="list-style-type: none">• Quiz on Imperfect and Preterite tenses• Vocabulary quiz on "Don Juan Tenorio", chapters 1-5• Vocabulary quiz on "Don Juan Tenorio", chapters 6-10• Debate on "El aborto"/"El Ser supremo"• Vocabulary quiz on "El aborto"/"El Ser supremo"• Oral presentation of an original editorial on "El aborto"/"El Ser supremo"• Vocabulary quiz on "Don Juan Tenorio", chapters 11-16• Vocabulary quiz on "Don Juan Tenorio", chapters 17-23 | <ul style="list-style-type: none">• Test on "Don Juan Tenorio", chapters 1-5• Oral and written presentation of an editorial on present or historical relationships• Test on "Don Juan Tenorio", chapters 6-10• Written additional scene for "Don Juan Tenorio" and perform it memorized |

Second Quarter with students

| Quizzes | Tests |
|--|--|
| <ul style="list-style-type: none">• Debate on immigration• Synthesis essay on immigration• Talk show on technology and communication• Vocabulary quiz on "El ocio"• Debate on the use of firearms• Debate on the generation gap• Grammar quizzes as needed• Talk show | <ul style="list-style-type: none">• Presentation of a memorized scene of a TV sitcom• Power point presentation on censorship• Final exam |

- | | |
|--|--|
| <ul style="list-style-type: none">• Debate on family relationships | |
|--|--|

V. Resources

Baseline test

Texts:

- *"Conversación y Controversia"*-Chapters 8,10,12,14
- *"Encuentros Maravillosos"*- Chapters 4,7
- *"Triángulo"*- Chapters 2,5,9
- *"Una Vez Más"*- Selected Chapters as needed

Reader:

- *"Don Juan Tenorio"*

Supplementary Materials

- All supplementary materials for *"Triangulo"*(Audio CD's), and *"Encuentros Maravillosos"*(blackline masters and student test Book).

-Videos *"La misma luna"* and *"Como agua para chocolate"*

Items added to the Spanish Conversation 51 map

1. Old map format changed to the new format along with additional information: Alignment Standards and Enduring Understandings, ACTFL and CCR standards.
2. Added *Essential questions*.
3. Added 2 new readings from "Encuentros Maravillosos"
4. Added 2 synthesis assignments, one on immigration and the other on censorship
5. Added movie " Como agua para chocolate"
6. Added number of days for each assignment
7. Added debate on the generation gap
8. Research activities for immigration, technology and television, family relationship in Spanish-speaking countries, and censorship

AP Spanish Course Syllabus

Instructor: Jennie Taranovich

School: Bethel High School

Course Description

This course will prepare students for the AP Spanish Language exam. It is designed for students who have demonstrated high ability and interest in Spanish and have completed Spanish 41 with a B average or above and have received a teacher's recommendation.

This course stresses interpersonal, interpretive and presentational forms of communication through the development of speaking, listening, writing and reading skills. This course is conducted completely in Spanish and students are expected to communicate only in Spanish (C1). A variety of texts and authentic language sources are used as a basis for oral and written communication, including internet sites, television, newspapers, Hispanic literature and videos (C3, C4,C7). This course is in alignment with the CT and ACTFL Standards for Foreign Language Learning.

Goals

At the end of this course, we expect the students to demonstrate proficiency across three communicative styles – interpersonal, interpretive and presentational. They will do so in the four different skill areas below:

Communication: (ACTFL standards 1.1, 1.2, 1.3) (Intermediate-High) (C2)

A. Speaking: (C5)

- To use the language successfully and confidently and with a high degree of facility and accuracy when dealing with most routine communicative tasks and social situations in the present, past and future time frames
- To ask and answer questions, seek clarification, and maintain a conversation of 7-12 minutes in length using connected sentences and strategies for appropriately opening, maintaining and closing a conversation
- To report, narrate and describe using connected discourse of paragraph length
- To react spontaneously in social situations and use culturally appropriate vocabulary and idiomatic expressions
- To demonstrate increasing accuracy in pronunciation and intonation

Speaking activities: Each unit in this course includes at least one oral evaluation. Most units have 2 oral evaluations including debates, oral presentations to the class and/or recorded

presentational speaking and simulated conversations. In addition, less formal speaking activities include classroom discussions and recorded group conversations related to readings, movies or other cultural topics.

B. Listening: (C7)

- To understand and be able to identify and summarize the main points and significant details in more complex and longer discourse on a variety of topics. Sources include TV, radio, video, CDs, live presentations and internet sources
- To clarify details when comprehension is uncertain by asking questions
- To use context to deduce meaning of unfamiliar vocabulary
- To comprehend Spanish spoken by a variety of native speakers in different settings and on different topics

Listening activities: Students will listen to a variety of short and long dialogues and narratives from different chapters in *Triángulo*. They will be asked to watch selected TV and internet programs in Spanish and report on them. They will also listen to Spanish music and watch a number of original movies.

C. Writing:

- To meet practical and interpersonal writing needs such as taking detailed notes and writing uncomplicated letters and emails on a variety of topics of personal and general interest
- To express his/her own thoughts in an analytic and presentational manner
- To be able to summarize, describe and narrate on everyday events and situations in paragraph form using basic cohesive elements and successfully using paraphrase and elaboration

Writing activities: Each unit consists of an essay and various journal entries. Essays and journal entries will address interpersonal and presentational writing skills. In addition, students may be asked to take notes, answer comprehension questions or summarize material. (C6)

D. Reading

- To easily and consistently understand texts on a variety of topics
- To find the main ideas and significant information from more advanced readings and topics
- To be able to make connections between literature/texts to personal experience

Reading activities: Students will read a variety of short stories, fragments of novels, poems and articles. Focus on reading comprehension will be through multiple choice questions, open-ended questions, and oral and written responses to the readings. (C7)

Culture: (ACTFL standards 2.1, 2.2,3.1,3.2,4.2,5.1,5.2)

- To demonstrate a complex and comparative understanding of Spanish-speaking cultures through exposure to a variety of authentic sources such as literature, music, films, cultural videos, newspapers, the internet, and native speakers of the language.

Linguistic Awareness: (ACTFL standard 4.1)

- To show increasing meta-linguistic awareness of the nature of language and its grammatical structures through the inherent comparison of English and Spanish, through discussions about these differences, and through exposure to a variety of grammatical structures.
- To demonstrate an increasing meta-linguistic awareness through the use of culturally appropriate expressions and gestures in conversations, knowledge of cultural conventions when writing, and knowledge of linguistic regionalisms in Spanish.

MATERIALS

Texts

Díaz, Andrés, Dennis L. Hale, Nino R. Iorillo, *Conversación y controversia*, 6th ed. Upper Saddle River, NJ: Prentice Hall, 2011.

Gatski, Barbara, John McMullan. *Triángulo*, 4th ed. Sandwich, MA: Wayside Publishing, 2006.

Kanter, Abby. *Encuentros Maravillosos, Gramática a través de la literatura*, Needham, MA: Pearson/Prentice Hall, 2005.

Literature

Malinche- Laura Esquivel

Chac Mool- Carlos Fuentes

La Casa en Mango Street-Sandra Cisneros

Movies

El Norte

La Misma Luna

Como agua para chocolate

Diarios de motociclista

María llena de gracia

Mujeres al borde de un ataque de nervios

Internet Sites:

BBC Mundo

<http://www.bbc.co.uk/mundo/>

La nación

www.nacion.com

Ver-taal.com, ejercicios de español, Ejercicio de escucha, La antigua ciudad maya de Chichén-Itzá <http://www.ver-taal.com/cultura_20070606_chichenitza.htm>

Discovery en español, Los mayas, rituales

<http://www.tudiscovery.com/guia_mayas/rituales_maya/index.shtml>

Lingt Classroom

<http://lingtlanguage.com/home/>

Goya, precursor del Arte contemporáneo. 10 Dec. 2010

<<http://www.youtube.com/watch?v=Yb2GXvMLQxc&feature=related>>

Velásquez, pintor de los pintores. 30 May 2008

<http://www.youtube.com/watch?v=aeWgZ5G4-Ps>

Obras de Picasso. 17 June 2010

<<http://www.youtube.com/watch?v=YPGVNrrmuYc>>

Ver-taal.com

www.ver-taal.com

Cine con clase. University of Virginia.

<<http://hitchcock.itc.virginia.edu/SpanishFilm/principal.html>>

STUDENT EVALUATION

Essays (30%) Each unit includes at least one formal essay that will focus on either interpersonal or presentation writing skills. Units will also include various informal writings.

Oral Presentations (30%) Each unit includes multiple oral evaluations in the form of a presentation, debate or recorded material.

Quizzes (20%) Multiple quizzes are given each unit on vocabulary, grammar, reading and listening comprehension.

Journal Entries (10%) Each student will write 3 journal entries per unit. Grades and feedback will be given on journal entries. If a student is absent it is the student's responsibility to make up the entry or credit will be lost.

Participation and homework (10%) Students are expected to participate in and out of class on a daily basis and to collaborate with the teacher and other students. Completion of homework is an essential part of class participation.

SEMESTER 1

Week 1 The Introduction

- Introduction to the course
- Introduction to the structure of the AP exam
- Evaluate the grades/work of previous AP exams
- Baseline Exam

Week 2 Spanish Speaking Countries, current events, culture and history

- Research current events, culture and history of a Spanish speaking country. Use authentic sources:
<http://www.bbc.co.uk/mundo/>
www.nacion.com
- Country project research and oral presentations to the class

Weeks 3-6 Indigenous Groups/Travel

- *Triángulo* chapter 4, "El turismo": Vocabulary quiz and various practice activities
- Review of the present tense irregular verbs
- Listening: *Ejercicio de escucha*, http://www.vertaal.com/cultura_20070606_chichenitza.htm
- Read *Chac-Mool*
- Read a selection of *La Malinche*
- Read article about the religion and human sacrifices of the Mayans from the website, http://www.tudiscovery.com/guia_mayas/rituales_maya/index.shtml
- Interpersonal writing about traveling to an historic site
- Presentational speaking on <http://lingtlanguage.com/home/> (p. 96 *Triángulo*)
- Oral presentation of an indigenous group
- Journal entry: p. 92 of *Triángulo*: Presentational writing

Weeks 7-9 Immigration

- Vocabulary related to immigration (p. 79 of *Conversación y Contraversia, 6th edition*)
- "If" clauses and the subjunctive
- Movies: *La Misma luna, El Norte*

- La migración from the book *Conversación y Controversia, 6th edition*
- Speaking on immigration using “if” clauses on <http://lingtlanguage.com/home/>
- Debate on immigration
- Presentational writing about immigration (*Conversación y Contraversia, 6th edition*, p. 78 #3)
- Journal entry: Interpersonal writing related to *La Misma luna* or *El Norte*

Weeks 10-13 **Conflicts between Generations/The Home**

- *Triángulo: Capítulo 1, “El hogar”*: Vocabulary quiz and activities
- Fragment of *Como agua para chocolate*, from *Encuentros Maravillosos*
- Commands and subjunctive review from chapter 7 of *Encuentros Maravillosos*
- Watch the movie: *Como agua para chocolate*
- Simulated conversation (p. 20 of *Triángulo*) done with <http://lingtlanguage.com/home/>
- Presentational writing: p. 139 *Composición dirigida #2* from *Encuentros Maravillosos*
- Journal entry: p. 17 *Triángulo*: presentational writing

Weeks 14-15 **El arte: Goya, Picasso, Velázquez**

- Chapter 5 of *Triángulo, “El ocio”*: Vocabulary quiz and activities
- Movie on the website *Cine con clase, Goya en Burdeos* :
[http://hitchcock.itc.virginia.edu/SpanishFilm/secure/clipinfo.php?id=26&FilmName=Goya en Burdeos](http://hitchcock.itc.virginia.edu/SpanishFilm/secure/clipinfo.php?id=26&FilmName=Goya%20en%20Burdeos)
- *Cine con clase* activity: *Dibujar monstruos*
- Other videos to watch about Goya, Picasso and Velázquez:
<http://www.youtube.com/watch?v=Yb2GXvMLQxc&feature=related>
<http://www.youtube.com/watch?v=aeWgZ5G4-Ps>
<http://www.youtube.com/watch?v=YPGVNrrmuYc>
- Oral presentation of a work of art to the class
- Journal entry: Presentational writing on p. 115 of *Triángulo*
- Presentational speaking (p. 120 of *Triángulo*) using <http://lingtlanguage.com/home/>

Weeks 16-18 **Dreams and Reality/The Future**

- Vocabulary and activities of Chapter 10, “De todo un poco” from *Triángulo*
- Reading of a fragment of “El otro” in the text *Encuentros Maravillosos*
- Review of the past tenses, p. 7-19, *Encuentros Maravillosos*
- Presentational writing: p. 6 of *Encuentros Maravillosos, Composición dirigida #2*
- Simulated conversation (p. 243 of *Triángulo*) using <http://lingtlanguage.com/home/>
- Journal entry: Presentational writing on p. 240 *Triángulo*

Week 19 **Friendship and Personalities**

- *Encuentros Maravillosos*: Readings: “Un perro ha muerto” and “Viajes”
- *Encuentros Maravillosos*: Review past tenses p.27-41
- *Encuentros Maravillosos*: Reflexive verbs and direct and indirect object pronouns 51-71

- Recorded group conversations *Preguntas de discusión, Encuentros Maravillosos* p. 50 and p. 26

Week 20 **Midterm Exam**

Take an adapted version of the AP exam for the midterm exam

SEMESTER 2

Weeks 21-23 **Parental expectations/Roll of women and men**

- Vocabulary quiz and activities from *Triangulo*: Chapter 9 “El prójimo”
- *Encuentros Maravillosos*: Fragment of *Nada menos que todo un hombre*
- Grammar: Review of the subjunctive p. 79-89, *Encuentros Maravillosos*
- Informal writing: p. 78 #2 of *Composición dirigida* from *Encuentros Maravillosos*
- Presentational speaking: p. 218 *Triángulo* using <http://lingtlanguage.com/home/>
- Journal entry: Presentational writing p. 213 in *Triángulo*
- Class debate: Who is superior? Women or men?, *Conversación y controversia* chapter 4 “La popularidad: hombres y mujeres”.

Weeks 24-26 **Experiences that Define Us/Political Systems**

- Research Project and oral presentation on the Spanish Civil War
- Grammar: Future tense, p.96-112 of *Encuentros Maravillosos*
- *Triángulo* chapter 2, Health. Vocabulary quiz and activities
- *Encuentros Maravillosos*: “El niño al que se le murió el amigo”
- Watch the movie: *Diarios de Motocicleta*
- Simulated conversation: p. 43 of *Triángulo* using <http://lingtlanguage.com/home/>
- Journal entry: Interpersonal writing: p. 40 of *Triángulo*
- Interpersonal writing: Write a letter to either the main character of the movie or the reading

Weeks 27-29 **The Real and the Absurd**

- *Encuentros Maravillosos*: “La peste del insomnio” (fragment of *Cien años de soledad*)
- Grammar: The imperfect subjunctive and the past perfect of the subjunctive (p. 121-132, *Encuentros Maravillosos*)
- *Triángulo*: Chapter 3, The Environment. Vocabulary quiz and activities
- Oral presentation about insomnia (p. 120, *Encuentros Maravillosos*)
- Presentational speaking (p. 96 of *Triángulo*) using <http://lingtlanguage.com/home/>
- Journal entry: Presentational writing (p. 92, *Triángulo*)
- Presentational writing: *Realismo mágico* (p. 120, *Encuentros Maravillosos*)

Weeks 30-33 **The Extraordinary/Superstitions**

- *Encuentros Maravillosos*: “La casa de los espíritus” (Fragment)
- *Encuentros Maravillosos*: “Romance de la luna, luna”

- Vocabulary of Sports, Commerce and Education from *Triángulo*
- Grammar: Words that confuse us: *lo que, lo cual, lo + adjective*, other uses of the subjunctive, *por vs para*, progressive tenses, use of the infinitive
- Presentational writing: Comparison with “La peste de insomnio” (p. 185 of *Encuentros Maravillosos*)
- Oral presentation: Strange things in the world or Gypsies in Spain
- Journal entry: What superstitions do you know? Do you believe in them?

Week 34 Review before AP exam

- Review the strategies for taking the AP exam
- Take the AP exam

Weeks following the AP exam:

- Project: Students will teach a series of mini-lessons to the elementary schools
- Movies: *María llena de gracia, Mujeres al borde de un ataque de nervios*
- Novel: *La casa en Mango Street*

BETHEL BUDGET 2011-12
BUDGET TRANSFER SUMMARY BY PERIOD

10/11/2012

| Object Codes | | Approved Budget | 1st Quarter Adjustments | Total Transfers | Final Budget |
|-----------------------------|------|------------------------|--------------------------------|------------------------|---------------------|
| Salaries | 1000 | 26,670,135 | 30,310 | 30,310 | 26,700,445 |
| Employee Benefits | 2000 | 6,867,571 | -37,904 | -37,904 | 6,829,667 |
| Professional Services | 3000 | 564,705 | 66,009 | 66,009 | 630,714 |
| Purchased Property Services | 4000 | 538,259 | 3,074 | 3,074 | 541,333 |
| Other Purchased Services | 5000 | 3,911,332 | -77,595 | -77,595 | 3,833,737 |
| Supplies | 6000 | 987,347 | -25,936 | -25,936 | 961,411 |
| Property | 7000 | 64,475 | 41,672 | 41,672 | 106,147 |
| Miscellaneous | 8000 | 57,101 | 370 | 370 | 57,471 |
| Total Budget | | 39,660,925 | 0 | 0 | 39,660,925 |
| Total Transfers From | | | -141,435 | -141,435 | |
| Total Transfers To | | | 141,435 | 141,435 | |
| % of Total Budget | | | | 0.36% | |

BETHEL BUDGET 2012-13
BUDGET TRANSFERS July 1, 2012 through September 30, 2012
DETAIL BY OBJECT CODE

10/11/2012

| Account | Description | Increased | Decreased | Notes |
|--------------------------|--------------------------|---|----------------|---------------------|
| 1 | 100.11.2410.101.3302 | Conference Registration - HS | 790 | |
| | 100.11.2410.101.5800 | Travel - HS | 471 | |
| | 100.11.1100.106.6110 | Instructional Supplies - HS - Tech Ed | | -1,261 |
| | Total for Request | | 1,261 | -1,261 |
| 2 | 100.11.2410.101.7302 | Furniture & Fixtures - HS | 885 | |
| | 100.11.2410.101.6901 | Other Supplies - HS | | -885 |
| | Total for Request | | 885 | -885 |
| 3 | 100.12.1100.101.3301 | Purchased Services - MS | 667 | |
| | 100.12.1100.109.6901 | Other Supplies - MS - Music | 1,000 | |
| | 100.12.2410.101.6901 | Other Supplies - MS | 1,996 | |
| | 100.12.1100.101.6110 | Instructional Supplies - MS | | -2,763 |
| | 100.12.1100.109.4303 | Equipment Repair - MS - Music | | -900 |
| Total for Request | | 3,663 | -3,663 | Principal's Request |
| 4 | 100.12.1100.101.7304 | Tech Equipment - MS | 18,866 | |
| | 100.12.1100.104.6110 | Instructional Supplies - MS - World Lar | 500 | |
| | 100.12.1100.108.6110 | Instructional Supplies - MS - Math | 675 | -1,497 |
| | 100.12.1100.104.6410 | Textbooks - MS - World Languages | | -2,900 |
| | 100.12.1100.108.6410 | Textbooks - MS - Math | | -2,400 |
| | 100.12.1100.110.6110 | Instructional Supplies - MS - Phys Ed | | -499 |
| | 100.12.1100.112.6110 | Instructional Supplies - MS - Science | | -3,205 |
| | 100.12.1100.113.6110 | Instructional Supplies - MS - Social Studies | | -2,250 |
| | 100.12.1100.113.6410 | Textbooks - MS - Social Studies | | -972 |
| | 100.12.1100.128.6110 | Instructional Supplies - MS - Health | | -949 |
| | 100.12.1200.101.6110 | Instructional Supplies - MS - SPED | | -2,685 |
| | 100.12.2220.101.6110 | Instructional Supplies - MS - Library | | -2,685 |
| Total for Request | | 20,041 | -20,041 | Principal's Request |
| 5 | 100.12.2410.101.8100 | Dues & Fees - MS | 100 | |
| | 100.12.1100.104.6110 | Instructional Supplies - MS - World Languages | | -100 |
| | Total for Request | | 100 | -100 |
| 6 | 100.12.1100.110.4301 | Repair & Mx - MS - Phys Ed | 200 | |
| | 100.12.1100.128.6110 | Instructional Supplies - MS - Health | 165 | |
| | 100.12.1100.110.6110 | Instructional Supplies - MS - Phys Ed | | -365 |
| | Total for Request | | 365 | -365 |
| 7 | 100.12.2410.101.4303 | Equipment Repair - MS | 350 | |
| | 100.12.2400.101.8100 | Dues & Fees - MS | 290 | |
| | 100.12.1100.102.6110 | Instructional Supplies - MS - Art | | -540 |
| | 100.12.1100.104.6410 | Textbooks - MS - World Languages | | -100 |
| | Total for Request | | 640 | -640 |
| 8 | 100.13.2410.101.3302 | Conference Registration - BS | 500 | |
| | 100.13.2410.101.5800 | Travel - BS | | -500 |
| | Total for Request | | 500 | -500 |

BETHEL BUDGET 2012-13
BUDGET TRANSFERS July 1, 2012 through September 30, 2012
DETAIL BY OBJECT CODE

10/11/2012

| Account | Description | Increased | Decreased | Notes | |
|---------|--------------------------|---|---------------|----------------|--|
| 9 | 100.14.2410.101.3302 | Conference Registration - JS | 2,400 | | |
| | 100.14.1100.108.6410 | Textbooks - JS - Math | | -1,400 | Principal's Request |
| | 100.14.1100.111.6410 | Textbooks - JS - Reading | | -1,000 | |
| | Total for Request | | 2,400 | -2,400 | |
| 10 | 100.16.2310.101.3302 | Conference Registration - BOE Service | 2,120 | | |
| | 100.16.2320.101.5800 | Travel - BOE Services | 2,000 | | Superintendent's Request |
| | 100.16.2310.101.6901 | Other Supplies - BOE Services | | -4,120 | |
| | Total for Request | | 4,120 | -4,120 | |
| 11 | 100.16.1200.101.3202 | Professional Services - SPED | 80,000 | | |
| | 100.16.1200.122.5602 | Tuition - SPED - Other LEAs | | -10,000 | SPED Director's Request |
| | 100.16.1200.122.5605 | Tuition - SPED - Outside CT Private | | -70,000 | |
| | Total for Request | | 80,000 | -80,000 | |
| 12 | 100.16.1200.101.7303 | Instructional Equipment - SPED | 1,800 | | |
| | 100.16.1200.101.6110 | Instructional Supplies - SPED | | -1,800 | SPED Director's Request |
| | Total for Request | | 1,800 | -1,800 | |
| 13 | 100.16.2230.119.7304 | Tech Equipment - Tech Services | 1,300 | | |
| | 100.16.2230.119.6110 | Instructional Supplies - Tech Services | | -1,300 | Information Technologies Supervisor's Request |
| | Total for Request | | 1,300 | -1,300 | |
| 14 | 100.11.1100.101.7306 | Tech Software - HS | 3,500 | | |
| | 100.16.2500.101.3101 | Purchased Services - Fiscal Services | 8,700 | | Fiscal Director's Request |
| | 100.16.2500.100.2100 | Group Health Insurance - Undist PR Expense | | -12,200 | |
| | Total for Request | | 12,200 | -12,200 | |
| 15 | 100.11.2900.968.6113 | Supplies- HS - Boys Outdoor Track | 3,704 | | |
| | 100.11.2900.976.6113 | Supplies- HS - Girls Track | 3,500 | | Fiscal Director's Request |
| | 100.16.2500.100.2100 | Group Health Insurance - Undist PR Expense | | -7,204 | |
| | Total for Request | | 7,204 | -7,204 | |
| 16 | 100.11.2900.971.1510 | Coaches/Advisors - HS - Girls Cheerle: | 310 | | |
| | 100.11.2900.971.6113 | Supplies - HS - Girls Cheerleading | | -310 | Fiscal Director's Request |
| | Total for Request | | 310 | -310 | |
| 17 | 100.11.2900.978.1221 | Other Staff - HS - Sports/Clubs | 30,000 | | |
| | 100.11.2900.978.3401 | Purchased Professional Services HS - Sports/Clubs | | -30,000 | Fiscal Director's Request |
| | Total for Request | | 30,000 | -30,000 | |
| 18 | 100.16.2500.101.3101 | Purchased Services - Fiscal Services | 1,155 | | |
| | 100.16.2500.101.4440 | Leases - Fiscal Services | | -1,155 | Fiscal Director's Request |
| | Total for Request | | 1,155 | -1,155 | |
| 19 | 100.16.2500.101.7302 | Furniture & Fixtures - Fiscal Services | 12,500 | | |
| | 100.16.2600.101.4310 | Contracted Bldg Services - Plant Ops | 6,000 | | Fiscal Director's Request |
| | 100.16.2500.100.2100 | Group Health Insurance - Undist PR Expense | | -18,500 | |
| | Total for Request | | 18,500 | -18,500 | |

BETHEL BUDGET 2012-13
BUDGET TRANSFERS July 1, 2012 through September 30, 2012
DETAIL BY OBJECT CODE

10/11/2012

| | Account | Description | Increased | Decreased | Notes |
|--------------------------|--------------------------|--|--------------|---------------|---------------------|
| 20 | 100.11.1100.101.7302 | Equipment - HS - Furniture & Fixtures | 1,905 | | Principal's Request |
| | 100.11.2410.101.6901 | Other Supplies - HS | | -1,905 | |
| | Total for Request | | 1,905 | -1,905 | |
| 21 | 100.11.1100.101.7303 | Equipment - Instructional - HS | 1,399 | | Principal's Request |
| | 100.11.1100.107.6110 | Instructional Supplies - HS - Language Arts | | -1,399 | |
| | Total for Request | | 1,399 | -1,399 | |
| 22 | 100.11.1100.104.3302 | Conference Registration - HS - World L | 270 | | Principal's Request |
| | 100.11.1100.104.5800 | Travel - HS - World Languages | | -118 | |
| | 100.11.2410.101.6901 | Other Supplies - HS - World Languages | | -152 | |
| Total for Request | | 270 | -270 | | |
| 23 | 100.11.1100.104.6410 | Textbooks - HS - World Languages | 700 | | Principal's Request |
| | 100.11.1100.104.3302 | Conference Registration - HS - World Languages | | -700 | |
| | Total for Request | | 700 | -700 | |
| 24 | 100.11.1100.108.3302 | Conference Registration - HS - Math | 176 | | Principal's Request |
| | 100.11.1100.108.5800 | Travel - HS - Math | | -176 | |
| | Total for Request | | 176 | -176 | |
| 25 | 100.11.1100.109.5101 | Transportation - HS - Music | 289 | | Principal's Request |
| | 100.11.1100.109.6110 | Instructional Supplies - HS - Music | | -189 | |
| | 100.11.1100.109.6901 | Other Supplies - HS - Music | | -100 | |
| Total for Request | | 289 | -289 | | |
| 26 | 100.11.1100.109.6110 | Instructional Supplies - HS - Music | 483 | | Principal's Request |
| | 100.11.1100.101.7303 | Instructional Equipment - HS | | -483 | |
| | Total for Request | | 483 | -483 | |
| 27 | 100.11.1100.129.5800 | Travel - HS - ROTC | 350 | | Principal's Request |
| | 100.11.1100.129.6110 | Instructional Supplies - HS - ROTC | | -350 | |
| | Total for Request | | 350 | -350 | |
| 28 | 100.11.1100.112.6410 | Textbooks - HS - Science | 1,421 | | Principal's Request |
| | 100.11.1100.112.4303 | Equipment Repair - HS - Science | | -1,421 | |
| | Total for Request | | 1,421 | -1,421 | |
| 29 | 100.11.1200.101.5800 | Travel - HS - SPED | 58 | | Principal's Request |
| | 100.11.1200.101.6110 | Instructional Supplies - HS - SPED | | -58 | |
| | Total for Request | | 58 | -58 | |
| 30 | 100.11.2120.101.5800 | Travel - HS - Guidance | 30 | | Principal's Request |
| | 100.11.2120.101.6110 | Instructional Supplies - HS - Guidance | | -30 | |
| | Total for Request | | 30 | -30 | |
| 31 | 100.11.2220.101.6411 | Library Books - HS - Media | 89 | | Principal's Request |
| | 100.11.2220.101.3302 | Conference Registration - HS - Media | | -69 | |
| | 100.11.2220.101.8100 | Dues & Fees - HS - Media | | -20 | |
| Total for Request | | 89 | -89 | | |

BETHEL BOARD OF EDUCATION 2012-13
BUDGET TRANSFERS - July 1, 2012 through September 30, 2012
DETAIL BY REQUESTED TRANSFER

10/11/2012

| Account | Description | Increased | Decreased | |
|----------------------|---|-----------------|-------------------|----------------|
| 100.11.2900.971.1510 | Coaches/Advisors - HS - Girls Cheerleading | 310 | 0 | |
| 100.11.2900.978.1221 | Other Staff - HS - Sports/Clubs | 30,000 | 0 | |
| | Total for Account 1000 | 30,310 | 0 | 30,310 |
| 100.16.2500.100.2100 | Group Health Insurance - Undist PR Expense | 0 | -37,904 | |
| | Total for Account 2000 | 0 | -37,904 | -37,904 |
| 100.11.1100.104.3302 | Conference Registration - HS - World Languages | 270 | -700 | |
| 100.11.1100.108.3302 | Conference Registration - HS - Math | 176 | 0 | |
| 100.11.2220.101.3302 | Conference Registration - HS - Media | 0 | -69 | |
| 100.11.2410.101.3302 | Conference Registration - HS | 790 | 0 | |
| 100.11.2900.978.3401 | Purchased Professional Services HS - Sports/Clu | 0 | -30,000 | |
| 100.12.1100.101.3301 | Purchased Services - MS | 667 | 0 | |
| 100.13.2410.101.3302 | Conference Registration - BS | 500 | 0 | |
| 100.14.2410.101.3302 | Conference Registration - JS | 2,400 | 0 | |
| 100.16.1200.101.3202 | Professional Services - SPED | 80,000 | 0 | |
| 100.16.2310.101.3302 | Conference Registration - BOE Services | 2,120 | 0 | |
| 100.16.2500.101.3101 | Purchased Services - Fiscal Services | 9,855 | 0 | |
| | Total for Account 3000 | 96,778 | -30,769 | 66,009 |
| 100.11.1100.112.4303 | Equipment Repair - HS - Science | 0 | -1,421 | |
| 100.12.1100.109.4303 | Equipment Repair - MS - Music | 0 | -900 | |
| 100.12.1100.110.4301 | Repair & Mx - MS - Phys Ed | 200 | 0 | |
| 100.12.2410.101.4303 | Equipment Repair - MS | 350 | 0 | |
| 100.16.2500.101.4440 | Leases - Fiscal Services | 0 | -1,155 | |
| 100.16.2600.101.4310 | Contracted Bldg Services - Plant Ops | 6,000 | 0 | |
| | Total for Account 4000 | 6,550 | -3,476 | 3,074 |
| 100.11.1100.104.5800 | Travel - HS - World Languages | 0 | -118 | |
| 100.11.1100.108.5800 | Travel - HS - Math | 0 | -176 | |
| 100.11.1100.109.5101 | Transportation - HS - Music | 289 | 0 | |
| 100.11.1100.129.5800 | Travel - HS - ROTC | 350 | 0 | |
| 100.11.1200.101.5800 | Travel - HS - SPED | 58 | 0 | |
| 100.11.2120.101.5800 | Travel - HS - Guidance | 30 | 0 | |
| 100.11.2410.101.5800 | Travel - HS | 471 | 0 | |
| 100.13.2410.101.5800 | Travel - BS | 0 | -500 | |
| 100.16.2320.101.5800 | Travel - BOE Services | 2,000 | 0 | |
| 100.16.1200.122.5602 | Tuition - SPED - Other LEAs | 0 | -10,000 | |
| 100.16.1200.122.5605 | Tuition - SPED - Outside CT Private | 0 | -70,000 | |
| | Total for Account 5000 | 3,198.35 | -80,793.81 | -77,595 |

BETHEL BOARD OF EDUCATION 2012-13
BUDGET TRANSFERS - July 1, 2012 through September 30, 2012
DETAIL BY REQUESTED TRANSFER

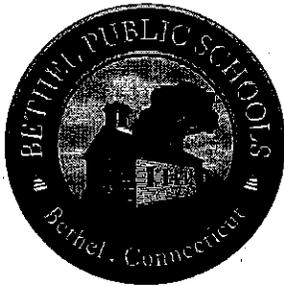
10/11/2012

| Account | Description | Increased | Decreased | |
|----------------------|--|---------------|----------------|----------------|
| 100.11.1100.104.6410 | Textbooks - HS - World Languages | 700 | 0 | |
| 100.11.1100.106.6110 | Instructional Supplies - HS - Tech Ed | 0 | -1,261 | |
| 100.11.1100.107.6110 | Instructional Supplies - HS - Language Arts | 0 | -1,399 | |
| 100.11.1100.109.6110 | Instructional Supplies - HS - Music | 483 | -189 | |
| 100.11.1100.109.6901 | Other Supplies - HS - Music | 0 | -100 | |
| 100.11.1100.112.6410 | Textbooks - HS - Science | 1,421 | 0 | |
| 100.11.1100.129.6110 | Insrtuctional Supplies - HS - ROTC | 0 | -350 | |
| 100.11.1200.101.6110 | Instructional Supplies - HS - SPED | 0 | -58 | |
| 100.11.2120.101.6110 | Instructional Supplies - HS - Guidance | 0 | -30 | |
| 100.11.2220.101.6411 | Library Books - HS - Media | 89 | 0 | |
| 100.11.2410.101.6901 | Other Supplies - HS | 0 | -2,942 | |
| 100.11.2900.968.6113 | Supplies- HS - Boys Outdoor Track | 3,704 | 0 | |
| 100.11.2900.971.6113 | Supplies - HS - Girls Cheerleading | 0 | -310 | |
| 100.11.2900.976.6113 | Supplies- HS - Girls Track | 3,500 | 0 | |
| 100.12.1100.101.6110 | Instructional Supplies - MS | 0 | -2,763 | |
| 100.12.1100.102.6110 | Instructional Supplies - MS - Art | 0 | -540 | |
| 100.12.1100.104.6110 | Instuctional Supplies - MS - World Languages | 500 | -100 | |
| 100.12.1100.104.6410 | Textbooks - MS - World Languages | 0 | -3,000 | |
| 100.12.1100.108.6110 | Instuctional Supplies - MS - Math | 675 | -1,497 | |
| 100.12.1100.108.6410 | Textbooks - MS - Math | 0 | -2,400 | |
| 100.12.1100.109.6901 | Other Supplies - MS - Music | 1,000 | 0 | |
| 100.12.1100.110.6110 | Instructional Supplies - MS - Phys Ed | 0 | -864 | |
| 100.12.1100.112.6110 | Instructional Supplies - MS - Science | 0 | -3,205 | |
| 100.12.1100.113.6110 | Instructional Supplies - MS - Social Studies | 0 | -2,250 | |
| 100.12.1100.113.6410 | Textbooks - MS - Social Studies | 0 | -972 | |
| 100.12.1100.128.6110 | Instructional Supplies - MS - Health | 165 | -949 | |
| 100.12.1200.101.6110 | Instructional Supplies - MS - SPED | 0 | -2,685 | |
| 100.12.2220.101.6110 | Instructional Supplies - MS - Library | 0 | -2,685 | |
| 100.12.2410.101.6901 | Other Supplies - MS | 1,996 | 0 | |
| 100.14.1100.108.6410 | Textbooks - JS - Math | 0 | -1,400 | |
| 100.14.1100.111.6410 | Textbooks - JS - Reading | 0 | -1,000 | |
| 100.16.1200.101.6110 | Instructional Supplies - SPED | 0 | -1,800 | |
| 100.16.2230.119.6110 | Instructional Supplies - Tech Services | 0 | -1,300 | |
| 100.16.2310.101.6901 | Other Supplies - BOE Services | 0 | -4,120 | |
| | Total for Account 6000 | 14,232 | -40,168 | -25,936 |
| 100.11.1100.101.7302 | Equipment - HS - Furniture & Fixtures | 1,905 | 0 | |
| 100.11.1100.101.7303 | Equipment - Instructional - HS | 1,399 | -483 | |
| 100.11.1100.101.7306 | Tech Software - HS | 3,500 | 0 | |
| 100.11.2410.101.7302 | Furniture & Fixtures - HS | 885 | 0 | |
| 100.12.1100.101.7304 | Tech Equipment - MS | 18,866 | 0 | |
| 100.16.1200.101.7303 | Instructional Equipment - SPED | 1,800 | 0 | |
| 100.16.2230.119.7304 | Tech Equipment - Tech Services | 1,300 | 0 | |
| 100.16.2500.101.7302 | Furniture & Fixtures - Fiscal Services | 12,500 | 0 | |
| | Total for Account 7000 | 42,155 | -483 | 41,672 |

BETHEL BOARD OF EDUCATION 2012-13
BUDGET TRANSFERS - July 1, 2012 through September 30, 2012
DETAIL BY REQUESTED TRANSFER

10/11/2012

| Account | Description | Increased | Decreased | |
|----------------------|-------------------------------|----------------|------------------|------------|
| 100.11.2220.101.8100 | Dues & Fees - HS - Media | 0 | -20 | |
| 100.12.2410.101.8100 | Dues & Fees - MS | 100 | 0 | |
| 100.12.2400.101.8100 | Dues & Fees - MS | 290 | 0 | |
| | Total for Account 8000 | 390 | -20 | 370 |
| | Total Transfers From: | | (141,436) | |
| | Total Transfers To: | 141,436 | | |



Bethel Public Schools

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 Associate Superintendent of Schools
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Theresa D. Yonsky
 Director of Fiscal Services
 (203) 794-8603

Linda A. Pica
 Director
 Special Education & Pupil Services
 (203) 794-8616

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 Supervisor
 Reading/Language Arts
 (203) 794-8755

Daniel DeBlois
 Supervisor
 Information Technologies
 (203) 794-8071

Robert Germinaro
 Supervisor
 Facility Operations
 (203) 794-8609

As of October 1, 2012

REDUCED LUNCH

| | <u>2011- 2012</u> | <u>2012-2013</u> |
|-----------------|-------------------|------------------|
| Berry School | 7 | 8 |
| Rockwell School | 18 | 23 |
| Johnson School | 24 | 20 |
| Middle School | 34 | 36 |
| High School | 51 | 53 |
| TOTALS | 134 | 140 |

FREE LUNCH

| | | |
|-----------------|------------|------------|
| Berry School | 41 | 44 |
| Rockwell School | 53 | 54 |
| Johnson School | 57 | 68 |
| Middle School | 92 | 100 |
| High School | 99 | 122 |
| TOTALS | 342 | 388 |

476

528

$$2012/13 = \frac{528}{2987} = 17.7\%$$

11% increase year over year