

## Regular Meeting

Wednesday, June 1, 2016 7:00 PM

Auditorium, 129 Church Street, Bristol, CT 06010

1.	<b>Call to Order, National Anthem/Pledge of Allegiance, Moment of Silence</b>	
2.	<b>Staff and Student Recognition</b>	<b>Presenter:</b> Sue Moreau and Alan Theriault
2.1.	The 2017 Bristol Teacher of the Year	<b>Presenter:</b> Pam Brisson
3.	<b>Approval of Minutes</b>	
4.	<b>Committee Reports</b>	<b>Presenter:</b> Committee Chairs
5.	<b>Student Representatives</b>	<b>Presenter:</b> David Kaminski and Cassidy Yates
6.	<b>Bristol All Heart Board of Education Student Leadership Award Presentation</b>	<b>Presenter:</b> Ellen Solek, Scott Gaudet & Sue Moreau
7.	<b>Superintendent Report</b>	<b>Presenter:</b> Ellen Solek
8.	<b>Consent Agenda</b>	
8.1.	Personnel	
8.1.a.	Teacher Retirement - Effective June 30, 2016	
8.1.b.	Teacher Resignations Effective June 30, 2016	
8.1.c.	Coaching Resignation	
8.1.d.	Coaching Appointment	
8.2.	Grants	
8.2.a.	IDEA Section 611	<b>Presenter:</b> Kim Hapken
8.2.b.	IDEA Section 619	<b>Presenter:</b> Kim Hapken
8.2.c.	Family Resource Services at Mountain View	<b>Presenter:</b> Sue Moreau
9.	<b>Public Comment</b>	
10.	<b>Deliberated Items/District Leadership Team Reports</b>	
10.1.	Preschool Parent Share	<b>Presenter:</b> Sue Moreau
11.	<b>Curriculum Revision</b>	
11.1.	A.P. Spanish Language and Culture Curriculum - Second Reading	<b>Presenter:</b> Amy Bastiaanse
11.2.	Statistics Academic Curriculum - Second Reading	<b>Presenter:</b> Lisa Bernabe
12.	<b>Textbook Adoption</b>	
12.1.	A.P. Spanish Language and Culture Textbook Recommendation - First Reading	<b>Presenter:</b> Amy Bastiaanse
12.2.	Statistics Academic Textbook - First Reading	<b>Presenter:</b> Lisa Bernabe

### 13. Policy Revision

13.1. Policy Affirmation

13.2. Waiver of Policy 6141.328: Bring Your Own Device Agreement [BYOD] **Presenter:** Rich Gagliardi

13.3. Policy 9100: Bylaws of the Board of Education - Organization **Presenter:** Sue Moreau

13.4. Policy 9120: Bylaws of the Board of Education - Election and Terms of Officers **Presenter:** Sue Moreau

13.5. Policy 9123: Bylaws of the Board of Education - Board Secretary **Presenter:** Sue Moreau

13.6. Policy 9133: Bylaws of the Board of Education - Liaisons/Representatives **Presenter:** Sue Moreau

13.7. Policy 9140: Bylaws of the Board of Education - Board Representatives **Presenter:** Sue Moreau

13.8. Policy 9150: Bylaws of the Board of Education - Consultants **Presenter:** Sue Moreau

13.9. Policy 9230: Bylaws of the Board of Education - Orienting Board Members **Presenter:** Sue Moreau

13.10. Policy 9260: Bylaws of the Board of Education - Board Member Protection **Presenter:** Sue Moreau

14. **Old Business**

15. **New Business**

16. **Liaison Reports**

17. **Information**

18. **VOTE TO CONVENE INTO EXECUTIVE SESSION for the purpose of discussing:1. Superintendent Evaluation**

19. **RECONVENE INTO PUBLIC SESSION to take any votes on items discussed in Executive Session**

20. **Adjournment**

**BOARD OF EDUCATION**  
Bristol, Connecticut  
**Special Meeting – Thursday, April 28, 2016**

A Special Meeting of the Bristol Board of Education was held on Thursday, April 28, 2016 at 7:30 p.m., in the Auditorium of the Board of Education Administrative Building, located at 129 Church Street, Bristol, Connecticut.

**PRESENT:** Commissioners: Jeff Caggiano, Jennifer Dube, Joseph Grabowski, Karen Hintz, David Scott, Tina Taylor, Karen Vibert, Christopher Wilson; Ellen W. Solek, Superintendent, Susan Moreau, Deputy Superintendent, Gary Franzi, Director of Finance, Sam Galloway, Human Resources Director and Kim Hapken, Director of Special Services

**EXCUSED:** Thomas O'Brien

Chairman Wilson called the meeting to order at 7:30 p.m.

Chairman Wilson opened the meeting and then Dr. Solek, Sam Galloway and Gary Franzi presented information to the Board. As part of the presentation, it was noted that no layoff notices will be issued to non-tenured staff prior to the May statutory deadline.

**ADJOURNMENT:**

There being no other business to come before the Board, the meeting was adjourned. *(8:27 p.m.)*

Respectfully Submitted:

*Ellen W. Solek, Ed.D.*

Ellen W. Solek  
Superintendent of Schools

**BOARD OF EDUCATION**  
Bristol, Connecticut  
**Special Meeting – Thursday, May 19, 2016**

A Special Meeting of the Bristol Board of Education was held on Thursday, May 19, 2016 at 7:00 p.m., in the Auditorium of the Board of Education Administrative Building, located at 129 Church Street, Bristol, Connecticut.

**PRESENT:** Commissioners: Jennifer Dube, Joseph Grabowski, Karen Hintz, Thomas O'Brien, David Scott, Tina Taylor, Karen Vibert and Christopher Wilson; Ellen Solek, Superintendent and Susan Kalt Moreau, Deputy Superintendent.

**EXCUSED:** Commissioner Jeff Caggiano

Chairman Wilson called the meeting to order at 7:04 p.m.

Chairman Wilson opened the meeting and asked Dr. Solek to present her recommendations for budget reductions to the Board. Dr. Solek thanked the Board and audience for their patience through this very difficult process. Dr. Solek presented the proposed reductions to the 2016-2017 Board of Education budget, which totaled \$1,193,668.

Commissioner questions followed regarding: What departments the positions listed represented? How will work be fulfilled for positions not being filled? Have retirement eligible teachers been approached? Are we still in discussion with the City regarding department synergy? How many retirees do we expect to have?

**Public Comment:**

Chairman Wilson invited members of the public to address the Board, since there were so many names, he ask that they keep their comments to two minutes and that Board would not be answering any questions this evening.

The following members of the public wished to address the Board:

Lea McCabe – 349 Ivy Drive – Regarding Proposed Budget Cuts  
McKenna Acampora – 18 Fairlawn Street – Regarding Proposed Budget Cuts  
TJ Conroy Acampora – 18 Fairlawn Street – Regarding Proposed Budget Cuts  
Matthew Gerard – 21 Lufkin Lane – Regarding Proposed Budget Cuts  
Susan Krosnicki – 14 Adler Street – Regarding Proposed Budget Cuts  
Daniel Adams – 333 Woodland Street – Regarding Proposed Budget Cuts  
Tom Mika – 153 Plank Hill Road – Regarding Proposed Budget Cuts  
Marcus Grumley – 820 Matthews Street #42 – Regarding Proposed Budget Cuts  
Mehar Sirgh – 56 Magnolia Avenue – Regarding Proposed Budget Cuts  
Kayla Battle – 78 Summer Street #4 – Regarding Proposed Budget Cuts  
Allen Grunerud – 213 Belridge Road – Regarding Proposed Budget Cuts and Arts  
Isabella Gagliardi – 18 Woodard Place – Regarding AVID  
Zoe Krueger – 130 Garfield Road – Regarding Proposed Budget Cuts and Arts  
Laura Brown – 242 Morningside Drive East – Regarding Proposed Budget Cuts and Arts  
Michelle McKenney – 87 Collins Road – Regarding Proposed Budget Cuts  
Jeff Burdelski – No address given – Regarding Proposed Budget Cuts  
Abigail Gardner – No address given – Regarding Proposed Budget Cuts  
Diana Tovar – 49 Murray Road – Regarding AVID  
Brian Norton – No address given – Regarding Proposed Budget Cuts and Arts

**Public Comment – con’t**

Kelly McCabe – 349 Ivy Drive – Regarding Proposed Budget Cuts and Math League

Kayla Brown – 242 Morningside Drive East – Regarding Proposed Budget Cuts and Arts

Dante Woods – No address given – Regarding AVID

Lindsey DePietro – No address given – Regarding Proposed Budget Cuts and Arts

Michelle Kalfayan – No address given – Regarding Proposed Budget Cuts, Arts & AVID

Commissioner O’Brien wanted to reassure the audience that the Board had heard everything that they said this evening. The Personnel Committee will meet to have further discussion regarding staff reductions.

**ADJOURNMENT:**

There being no other business to come before the Board, the meeting was adjourned. (8:22 p.m.)

Respectfully Submitted

*Susan P. Everett*

Susan P. Everett

Executive Secretary to the Board of Education

DRAFT

**BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**May 4, 2016 – Regular Meeting Minutes**

The regular meeting of the Bristol Board of Education was held on Wednesday, May 4, 2016 at 7:00 p.m., in the auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

**PRESENT:** Commissioners: Jeff Caggiano, Joseph Grabowski, Karen Hintz, Thomas O'Brien, David Scott, Karen Vibert, Tina Taylor, Christopher Wilson; Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent of Schools, David Mills, City Council Liaison; and Student Representatives Cassidy Yates and David Kaminski

**ABSENT:** Commissioner Jennifer Dube

**CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE**

Chairman Wilson called the meeting to order at 7:06 p.m. and asked the audience to stand for the National Anthem; The National Anthem was performed by Soloist Jade Rivera from Bristol Eastern High School. The audience remained standing for the Pledge of Allegiance. A moment of silence was observed for Michael Bannan, Jr. a former Board Member from 1969-1974, Chairman in 1973 and Hans Bauer an Art Teacher from 1966 to 1992.

**STAFF AND STUDENT RECOGNITION**

**Connecticut Student Writers Magazine** - Michael Higgins, Vice Principal at Bristol Eastern introduced Student Nana Akua Bimpong who was selected for inclusion in UCONN's publication of Connecticut Student Writers Magazine for her work, "*A Series of Things We'll Never Understand*". Her work was selected from more than 1,700 entries. Both she and her teacher, Mrs. Burdelski, will be honored at a recognition night on the UCONN Campus on May 11th. Commissioners requested a copy of the publication when it comes out.

**CABE Student Leadership Awards** - The 12th annual CABE Student Leadership Awards Program was developed to give local boards of education the opportunity to recognize student achievement and potential. The students awarded this evening were picked from a pool of 412 names from 207 different schools across the state. They were selected for exhibiting leadership qualities as defined by a list of criteria developed by a subcommittee of CABE's Board of Directors. CABE was very impressed with the level of achievement by these students. Principals stood to present their students with their awards.

**Award Recipients**

Aaliyah Ulett – CHMS  
Matthew D'Amato – CHMS  
Kerly Delgado – GHS  
Spencer Yetke – GHS  
Lauren Godin – BCHS  
David Kaminski – BCHS  
Alexandra Opoka – BEHS  
Dylan Albright – BEHS

**Bristol Central - U.S. News and World Report Ranking** - Dr. Solek announced that Bristol Central received national ranking and was ranked 31<sup>st</sup> out of 169 schools in Connecticut in the U.S. News and World Report High School Ranking. All Bristol Central staff stood to be recognized. Congratulations BC!

**2016 Staff Achievement Award Recipients** – Dr. Moreau presented the 2016 Staff Achievement Awards. Each year the Board of Education selects staff members who go above and beyond the expectations of their job description to be honored with a Staff Award. Award winners stood to be recognized. A dinner in their honor will be held on May 25, 2016 at 5:30 p.m.

## 2016 Staff Achievement Award Recipients – con't

### AWARD RECIPIENTS:

#### Distinguished Administrator Award:

Dr. Michael Dietter – Supervisor of Special Education

#### Staff Achievement Award:

Rose Ortiz-Diehl – Grade 5 Teacher - Edgewood

Gina Gallo-Reinhard – Italian/Spanish Teacher at BCHS

Alan Theriault – Teacher of the Gifted

Erika Treannie – Attendance Officer

**University Council for Educational Administration (UCEA) Award** – Dr. Solek announced that Rosie Vojtek was nominated by faculty at the UCONN to receive the UCEA'S Educational Leadership Award. Dr. Vojtek was honored at a dinner held last week.

**All State Musicians** – Music Director, Ken Bagley presented the district's All State Musicians. Throughout the school year, students in grade 6-12 have the opportunity to audition to participate in regional music festivals sponsored by the Connecticut Music Educators Association. Many of our students prepare solos, scales, and sight reading skills for the opportunity to play or sing with the top musicians from around the state. This year we had 33 of our best musicians represent Bristol in CMEA festivals. We also had 15 of our students selected for additional Honor groups. (Please see the attached listing for the award winners). The audience was invited to attend any of the musical events in the district; a full listing was available at the back of the auditorium.

### APPROVAL OF MINUTES

On motion by Commissioner Hintz and a seconded by Commissioner Taylor it was

**VOTED:** *That the Board of Education approve the April 6, 2016 Regular Meeting Minutes as written.*  
Commissioners Vibert and Scott abstained from the vote.

On motion by Commissioner Vibert and a seconded by Commissioner O'Brien it was unanimously

**VOTED:** *That the Board of Education approve the April 12, 2016 Special Meeting Minutes as written.*

### COMMITTEE REPORTS

#### **Finance Committee**

Commissioner Vibert reported that the committee met earlier this evening, we discussed two items, one of which was the current budget. We have encumbrances of about 7 million dollars and we are looking at breaking even, there are potential savings and some risk and exposure, most of the risk and exposure in Special Education; mostly because it is not properly funded by the State, we are looking to come out in the black, but that could change in the next couple of months. The food services budget last year at this time had a \$63,000 deficit; this year's reforecast indicates that there will be a \$14,000 deficit, which is a huge improvement.

### STUDENT REPRESENTATIVE REPORTS

**Bristol Eastern** – Cassidy Yates reported on Bristol Eastern activities. She thanked those that attended the Academic Awards last night and Commissioner Grabowski was the keynote speaker. Bristol Eastern will be presenting Monty Python's Spamalot. Earlier this week, she spoke with students from the show and Mrs. Adams the show's producer; the students have been a part of every aspect of the show, and all of their hard work has paid off it will be a premiering tomorrow at 7p.m, Friday at 7 p.m. and Saturday at 2 p.m. and 7 p.m. The school is

continuing to support student Billy King, there will be a walk on Saturday, May 14<sup>th</sup> from 11 to 1, admission will be \$3.00 and for students who already have a bracelet, they will just need to show it at the gate. Shirts have also been sold and every club has been asked to make a poster to hang around the track. They are very proud of all that they have accomplished. Billy posted a video last week prior to his surgery, thanking everyone who has reached out to help him. Cassidy thanked the Board for the opportunity to serve as the Student Representative this year, this opportunity of public speaking helped her during the interview process for a scholarship she recently received.

**Bristol Central** – David Kaminiski reported on Bristol Central activities. BC poetry contest was held on April 1<sup>st</sup>. There were seventeen poets, and the winners were all seniors: Juliana Ciralli, Eric Duval, Jenna Martino and Erin Shapland. On April 21<sup>st</sup> the World Language Department hosted the third annual Cultural Night, an evening of culinary and cultural delights, designed to highlight the many flavors that make up the schools rich cultural community. This year's music and activities from various countries included Spain, France and Italy. The event was well attended and fun for all. On April 23<sup>rd</sup>, the InterAct club held the 14<sup>th</sup> Annual Mr. BCHS pageant; there were eighteen contestants that had to demonstrate talent, school spirit and Q&A session. Gerald Greenback won after the panel had narrowed it down to five finalists. The pageant raised over \$5,000 for the Bristol Boys & Girls Club, CT Leukemia Society and St. Jude's Children Research Hospital. Bristol Central won the silver award in the U.S. News and World Report High School Ranking Report; Central was ranked 31<sup>st</sup> in the state and 1,256 nationwide and they were first urban school on the list. David also thanked the Board for the opportunity to serve as the Student Representative this year, this opportunity of public speaking helped in the interview for a scholarship she recently received.

#### **SUPERINTENDENT REPORT:**

Dr. Solek announced the launch of the new and much improved BOE website. The public can reach us at any time at [www. Bristol.k12.ct.us](http://www.Bristol.k12.ct.us) and on our front page, there is a direct link to twitter, facebook and you tube information.

#### **ESPN Donation**

On behalf of the Board of Education, Dr. Solek graciously accepted a donation from ESPN of 2 sets of 4-row outdoor metal bleachers that are being installed at Greene Hills School and 2 professional grade portable outdoor basketball hoops that are being placed at Hubbell and Edgewood Schools. All of that equipment is currently being stored at Chippens Hill Middle School until our maintenance department has an opportunity to install them.

#### **2016-2017 Budget Report**

Dr. Solek gave brief budget update, Board of Education officials and City officials continue ongoing discussions regarding the development of the proposed 2016-2017 Board of Education budget. As the board is aware, the proposed increase stands at 4.47%. Many discussions have taken place as to how that will be funded and at what level that will be funded going forward. The most recent topic for discussion has been the use and application of Excess Cost funding which comes to the City of Bristol from the State of Connecticut on an annual basis. There are some outlying questions around the utilization of that funding including: direct and indirect application of those funds to offset Special Education costs; the administration of those funds throughout the year - what schedule would be followed; the application of those funds, and the ability to transfer line item to line item funds pending approval of the Board of Finance and finally the estimated amount of Excess Cost that the City anticipates receiving as opposed to the actual number that the State will be able to provide for funding.

#### **CONSENT AGENDA**

##### **PERSONNEL**

##### **Teacher Retirement - Effective June 30, 2016**

On motion by Commissioner Vibert and a seconded by Commissioner Hintz it was unanimously

**VOTED:** *That the Board of Education accept the following Teacher Retirement - Effective June 30, 2016*

*Arthur Groth – BCHS – English*

*Kimberly Hazelton – BEHS – Special Education*

**A-1 Teacher Resignation**

On motion by Commissioner Vibert and a seconded by Commissioner Hintz it was unanimously

**VOTED:** *That the Board of Education accept the following A-1 Teacher Resignation.  
Erin Wininger – BEHS – Guidance Department Head – Effective June 30, 2016*

**Coaching Resignations**

On motion by Commissioner Vibert and a seconded by Commissioner Hintz it was unanimously

**VOTED:** *That the Board of Education accept the following Coaching Resignations.  
Patricia Tomkil-Johnson - 5 Boys Outdoor Track – BCHS, effective 2/12/16  
Anthony Julius – Assistant Football Coach – BEHS, effective 3/4/16  
Salvatore Cintorino – Assistant Football Coach – BEHS, effective 3/16/16  
John Hannon – Assistant Football Coach – BEHS, effective 3/31/16  
Roland Loranger – Head Girls Soccer Coach – BEHS, effective 4/14/16*

**Coaching Appointments**

On motion by Commissioner Vibert and a seconded by Commissioner Hintz it was unanimously

**VOTED:** *That the Board of Education approve the following Coaching Appointments:  
Andy Barton – Assistant Girls Track Coach – BEHS, effective 3/19/16  
Kiara Jusino-Bonilla – .5 Boys Assistant Track – BCHS, effective 3/19/16  
Katherine Mayer – Assistant Softball Coach – BCHS, effective 3/19/16  
Michael Gissas – Assistant Boys Lacrosse – BCHS, effective 3/19/16  
Arthur Klepps – Volunteer Baseball – BCHS, effective 3/19/16*

**Grants**

On motion by Commissioner Vibert and a seconded by Commissioner Hintz it was unanimously

**VOTED:** *That the Board of Education approve the following Grants:  
Adult Education Program Improvement Project (PIP) Grant  
Stocker Foundation Grant  
Liberty Bank Foundation Grant  
Alliance Grant - Year 5*

**PUBLIC COMMENT**

No members of the public wished to address the Board.

**DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS****Bristol Central French Exchange - February 2017**

On motion by Commissioner Taylor and a seconded by Commissioner Grabowski it was unanimously

**VOTED:** *That the Board of Education approve the Bristol Central French Exchange trip February 17-25, 2017.*

**Secondary Summer School**

On motion by Commissioner Vibert and a seconded by Commissioner Taylor it was unanimously

**VOTED:** *That the Board of Education approve the Secondary Summer School.*

**PUBLIC COMMENT**

Jeannine Audette stood to speak about the Liberty Bank Foundation Grant. Erika Coleman has received \$30,000 (\$10,000 for three years) that will support a Literacy Camp for students going into grades 1, 2, and 3 at non Title I schools; this program would not be possible without this grant. Also, the Bookmobile is fully funded thanks to the Stocker Grant; the bookmobile will go to six sites this year instead of five.

### **Healthy Food Certification Statement**

On motion by Commissioner Hintz and a seconded by Commissioner Grabowski it was

***VOTED: That the Board of Education certify Bristol Public Schools participation in the Healthy Food Certification Compliance Act for the 2016-2017 school year.***

Chairman Wilson declared the motion **PASSED** with seven (7) commissioners in favor of the motion and two (2) Commissioners; Vibert and O'Brien opposed.

### **Textbook Adoption**

#### **A.P. Human Geography Textbook Adoption - Second Reading**

On motion by Commissioner O'Brien and a seconded by Commissioner Hintz it was unanimously

***VOTED: That the Board of Education approve the A.P. Human Geography Textbook, Human Geography: People, Place, and Culture, A.P. Edition.***

### **NEW BUSINESS**

There was no New Business to come before the Board.

### **INFORMATION**

Commissioners Hintz, Grabowski, Vibert and Wilson discussed their recent attendance at National School Board Association Conference. Chairman Wilson downloaded the conference session, and will be asking Dr. Gagliardi to upload it to our website, so that faculty and parents have access to the information. There were over 135 sessions, so there is a lot of information to peruse.

### **LIASION REPORTS**

Commissioner Caggiano reported on activities at Chippens Hill Middle School.

Commissioner Taylor reported on activities at Greene Hills Schools.

Commissioner Vibert reported on activities at South Side and Bristol Eastern High School.

Commissioner O'Brien responded to a Bristol Press Letter to the Editor.

### **VOTE TO CONVENE INTO EXECUTIVE SESSION**

On motion by Commissioner Taylor, seconded by Commissioner Taylor it was unanimously

***VOTED: That the Board of Education Convene into Executive Session for the purpose of discussing: 1. Superintendent's Evaluation and 2. Pending Claims and Litigation. (8:05p.m.)***

### **EXECUTIVE SESSION**

**PRESENT:** Commissioners: Jeff Caggiano, Joseph Grabowski, Karen Hintz, David Scott, Karen Vibert, Thomas O'Brien, Tina Taylor, Christopher Wilson; Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent of Schools, Pam Brisson, Sam Galloway and Kim Hapken.

Executive Session was called to order **(8:15 p.m.)**

**EXECUTIVE SESSION – con't**

The Board discussed the Superintendent's Evaluation and received an update on Pending Claims and Litigation.

**ADJOURNMENT**

There being no other business to come before the Board of Education the meeting was adjourned. *(9:17 p.m.)*

Respectfully Submitted

*Susan P. Everett*

Susan P. Everett

Executive Secretary to Board of Education

DRAFT



# OFFICE OF EARLY CHILDHOOD

*Child Day Care Center and School Readiness Initiative Programs  
Part Time (part day/part year) Preschool Service Fee Schedule*

Family Size -->	1-3	4	5	6	7	8	9	10	11	12	Weekly Fee
From 0% of SMI To 12% of SMI	0 10,400	0 12,381	0 14,362	0 16,343	0 16,714	0 17,085	0 17,457	0 17,828	0 18,200	0 18,571	4
From 12% of SMI To 15% of SMI	10,401 13,000	12,382 15,476	14,363 17,952	16,344 20,428	16,715 20,893	17,086 21,357	17,458 21,821	17,829 22,285	18,201 22,750	18,572 23,214	8
From 15% of SMI To 17% of SMI	13,001 14,733	15,477 17,539	17,953 20,346	20,429 23,152	20,894 23,678	21,358 24,204	21,822 24,731	22,286 25,257	22,751 25,783	23,215 26,309	12
From 17% of SMI To 20% of SMI	14,734 17,333	17,540 20,635	20,347 23,936	23,153 27,238	23,679 27,857	24,205 28,476	24,732 29,095	25,258 29,714	25,784 30,333	26,310 30,952	16
From 20% of SMI To 23% of SMI	17,334 19,933	20,636 23,730	23,937 27,527	27,239 31,323	27,858 32,035	28,477 32,747	29,096 33,459	29,715 34,171	30,334 34,883	30,953 35,595	20
From 23% of SMI To 26% of SMI	19,934 22,533	23,731 26,825	27,528 31,117	31,324 35,409	32,036 36,214	32,748 37,018	33,460 37,823	34,172 38,628	34,884 39,433	35,596 40,237	24
From 26% of SMI To 29% of SMI	22,534 25,133	26,826 29,920	31,118 34,707	35,410 39,495	36,215 40,392	37,019 41,290	37,824 42,187	38,629 43,085	39,434 43,983	40,238 44,880	28
From 29% of SMI To 32% of SMI	25,134 27,733	29,921 33,015	34,708 38,298	39,496 43,580	40,393 44,571	41,291 45,561	42,188 46,552	43,086 47,542	43,984 48,533	44,881 49,523	32
From 32% of SMI To 35% of SMI	27,734 30,333	33,016 36,111	38,299 41,888	43,581 47,666	44,572 48,749	45,562 49,833	46,553 50,916	47,543 51,999	48,534 53,083	49,524 54,166	36
From 35% of SMI To 38% of SMI	30,334 32,933	36,112 39,206	41,889 45,479	47,667 51,752	48,750 52,928	49,834 54,104	50,917 55,280	52,000 56,456	53,084 57,632	54,167 58,809	40
From 38% of SMI To 41% of SMI	32,934 35,533	39,207 42,301	45,480 49,069	51,753 55,837	52,929 57,106	54,105 58,375	55,281 59,644	56,457 60,913	57,633 62,182	58,810 63,451	44
From 41% of SMI To 44% of SMI	35,534 38,133	42,302 45,396	49,070 52,659	55,838 59,923	57,107 61,285	58,376 62,647	59,645 64,009	60,914 65,370	62,183 66,732	63,452 68,094	44
From 44% of SMI To 47% of SMI	38,134 40,733	45,397 48,491	52,660 56,250	59,924 64,009	61,286 65,463	62,648 66,918	64,010 68,373	65,371 69,827	66,733 71,282	68,095 72,737	44
From 47% of SMI To 50% of SMI	40,734 43,333	48,492 51,587	56,251 59,840	64,010 68,094	65,464 69,642	66,919 71,189	68,374 72,737	69,828 74,285	71,283 75,832	72,738 77,380	44
From 50% of SMI To 53% of SMI	43,334 45,933	51,588 54,682	59,841 63,431	68,095 72,180	69,643 73,820	71,190 75,461	72,738 77,101	74,286 78,742	75,833 80,382	77,381 82,023	48
From 53% of SMI To 56% of SMI	45,934 48,533	54,683 57,777	63,432 67,021	72,181 76,265	73,821 77,999	75,462 79,732	77,102 81,465	78,743 83,199	80,383 84,932	82,024 86,665	48
From 56% of SMI To 59% of SMI	48,534 51,133	57,778 60,872	67,022 70,612	76,266 80,351	78,000 82,177	79,733 84,003	81,466 85,830	83,200 87,656	84,933 89,482	86,666 91,308	48
From 59% of SMI To 61% of SMI	51,134 52,866	60,873 62,936	70,613 73,005	80,352 83,075	82,178 84,963	84,004 86,851	85,831 88,739	87,657 90,627	89,483 92,515	91,309 94,403	48
From 61% of SMI To 64% of SMI	52,867 55,466	62,937 66,031	73,006 76,596	83,076 87,161	84,964 89,141	86,852 91,122	88,740 93,103	90,628 95,084	92,516 97,065	94,404 99,046	48
From 64% of SMI To 67% of SMI	55,467 58,066	66,032 69,126	76,597 80,186	87,162 91,246	89,142 93,320	91,123 95,394	93,104 97,468	95,085 99,541	97,066 101,615	99,047 103,689	48



# OFFICE OF EARLY CHILDHOOD

*Child Day Care Center and School Readiness Initiative Programs  
Part Time (part day/part year) Preschool Service Fee Schedule*

From 67% of SMI	58,067	69,127	80,187	91,247	93,321	95,395	97,469	99,542	101,616	103,690	
To 70% of SMI	60,666	72,221	83,776	95,332	97,498	99,665	101,832	103,998	106,165	108,332	<b>48</b>
From 70% of SMI	60,667	72,222	83,777	95,333	97,499	99,666	101,833	103,999	106,166	108,333	
To 73% of SMI	63,266	75,316	87,367	99,418	101,677	103,936	106,196	108,455	110,715	112,974	<b>48</b>
From 73% of SMI	63,267	75,317	87,368	99,419	101,678	103,937	106,197	108,456	110,716	112,975	
To 75% of SMI	65,866	78,411	90,957	103,503	105,855	108,208	110,560	112,913	115,265	117,617	<b>48</b>

## Child Fee Calculated at 10% Family Income (see GP 14-02 and 14-03)

From 75% of SMI	65,867	78,412	90,958	103,504	105,856	108,209	110,561	112,914	115,266	117,618
To 79% of SMI	68,466	81,507	94,548	107,589	110,034	112,479	114,924	117,370	119,815	122,260
<b>Weekly Fee</b>	<b>\$65</b>	<b>\$77</b>	<b>\$89</b>	<b>\$101</b>	<b>\$104</b>	<b>\$106</b>	<b>\$108</b>	<b>\$111</b>	<b>\$113</b>	<b>\$115</b>
From 79% of SMI	68,467	81,508	94,549	107,590	110,035	112,480	114,925	117,371	119,816	122,261
To 81% of SMI	70,199	83,570	96,941	110,313	112,820	115,327	117,834	120,341	122,848	125,355
<b>Weekly Fee</b>	<b>\$67</b>	<b>\$79</b>	<b>\$92</b>	<b>\$105</b>	<b>\$107</b>	<b>\$110</b>	<b>\$112</b>	<b>\$114</b>	<b>\$117</b>	<b>\$119</b>
From 81% of SMI	70,200	83,571	96,942	110,314	112,821	115,328	117,835	120,342	122,849	125,356
To 84% of SMI	72,799	86,665	100,532	114,398	116,998	119,598	122,198	124,798	127,398	129,998
<b>Weekly Fee</b>	<b>\$69</b>	<b>\$82</b>	<b>\$95</b>	<b>\$108</b>	<b>\$110</b>	<b>\$113</b>	<b>\$115</b>	<b>\$118</b>	<b>\$120</b>	<b>\$123</b>
From 84% of SMI	72,800	86,666	100,533	114,399	116,999	119,599	122,199	124,799	127,399	129,999
To 87% of SMI	75,399	89,761	104,122	118,484	121,177	123,870	126,562	129,255	131,948	134,641
<b>Weekly Fee</b>	<b>\$71</b>	<b>\$85</b>	<b>\$98</b>	<b>\$112</b>	<b>\$115</b>	<b>\$117</b>	<b>\$120</b>	<b>\$122</b>	<b>\$125</b>	<b>\$127</b>
From 87% of SMI	75,400	89,762	104,123	118,485	121,178	123,871	126,563	129,256	131,949	134,642
To 91% of SMI	78,865	93,887	108,909	123,931	126,748	129,565	132,381	135,198	138,015	140,831
<b>Weekly Fee</b>	<b>\$74</b>	<b>\$88</b>	<b>\$102</b>	<b>\$117</b>	<b>\$119</b>	<b>\$122</b>	<b>\$124</b>	<b>\$127</b>	<b>\$130</b>	<b>\$132</b>
From 91% of SMI	78,866	93,888	108,910	123,932	126,749	129,566	132,382	135,199	138,016	140,832
To 94% of SMI	81,465	96,983	112,500	128,017	130,927	133,836	136,745	139,655	142,564	145,474
<b>Weekly Fee</b>	<b>\$77</b>	<b>\$92</b>	<b>\$106</b>	<b>\$121</b>	<b>\$124</b>	<b>\$127</b>	<b>\$129</b>	<b>\$132</b>	<b>\$135</b>	<b>\$138</b>
From 94% of SMI	81,466	96,984	112,501	128,018	130,928	133,837	136,746	139,656	142,565	145,475
To 97% of SMI	84,065	100,078	116,090	132,103	135,105	138,107	141,110	144,112	147,114	150,117
<b>Weekly Fee</b>	<b>\$80</b>	<b>\$95</b>	<b>\$110</b>	<b>\$125</b>	<b>\$128</b>	<b>\$131</b>	<b>\$134</b>	<b>\$136</b>	<b>\$139</b>	<b>\$142</b>
From 97% of SMI	84,066	100,079	116,091	132,104	135,106	138,108	141,111	144,113	147,115	150,118
To 100% of SMI	86,665	103,173	119,681	136,188	139,284	142,379	145,474	148,569	151,664	154,760
<b>Weekly Fee</b>	<b>\$82</b>	<b>\$98</b>	<b>\$113</b>	<b>\$129</b>	<b>\$132</b>	<b>\$135</b>	<b>\$138</b>	<b>\$141</b>	<b>\$144</b>	<b>\$147</b>



# AP<sup>®</sup> SPANISH LANGUAGE AND CULTURE



Course and Exam Description  
Effective Fall 2013



## About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

For further information, visit [www.collegeboard.org](http://www.collegeboard.org).

## AP® Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

## AP Course and Exam Descriptions

AP Course and Exam Descriptions are updated regularly. Please visit AP Central® ([apcentral.collegeboard.org](http://apcentral.collegeboard.org)) to determine whether a more recent Course and Exam Description PDF is available.

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## About AP<sup>®</sup>

AP<sup>®</sup> enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit and/or advanced placement. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty, as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Most four-year colleges and universities in the United States and universities in 60 countries recognize AP in the admission process and grant students credit, placement or both on the basis of successful AP Exam scores. Visit [www.collegeboard.org/apcreditpolicy](http://www.collegeboard.org/apcreditpolicy) to view AP credit and placement policies at more than 1,000 colleges and universities.

Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who score a 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than otherwise comparable non-AP peers.\* Additional AP studies are available at [www.collegeboard.org/research](http://www.collegeboard.org/research).

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\*See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences* (New York: The College Board, 2008).

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (Austin, Texas: National Center for Educational Accountability, 2006).

## About the AP Spanish Language and Culture Course and Exam

This *AP Spanish Language and Culture Course and Exam Description* details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school creates and implements its own curriculum that will enable students to develop the content knowledge and skills described here.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses, and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit [www.collegeboard.org/apcourseaudit](http://www.collegeboard.org/apcourseaudit).

This publication includes a complete set of exam questions so that teachers can clearly see the links between content, skills, and assessment.

The AP Program also publishes a separate practice exam publication, which includes the same questions in an actual AP Exam format to help students become familiar with the exam structure. The practice exam publication provides the learning objective(s) associated with each question and offers explanations of why each answer is right or wrong.

## How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. To find a list of each subject's current AP Development Committee members, please visit: [apcentral.collegeboard.org/developmentcommittees](http://apcentral.collegeboard.org/developmentcommittees). AP Development Committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP course work reflects current scholarship and advances in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam — work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor;

all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high-quality, fair, and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

## How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is summed to give a composite AP score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A-, B+, and B. AP Exam scores of 3 are equivalent to college grades of B-, C+, and C.

## Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and the exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievements in the equivalent college course. While colleges and

## About AP

universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit and placement:

AP Score	Qualification
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

## Additional Resources

Visit [apcentral.collegeboard.org](http://apcentral.collegeboard.org) for more information about the AP Program.

# Curriculum Framework

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also provides them with access to perspectives and knowledge that are only available through the language and culture. Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the *Standards for Foreign Language Learning in the 21st Century* are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the *ACTFL Performance Guidelines for K–12 Learners*. As such, the AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. It is expected that this course will be offered as the first step in the study of college-level Spanish after approximately three to five years of language study for classroom learners. For native and heritage speakers, there may be a different course of study that leads to the AP Spanish Language and Culture course. Students who are successful in this course and exam may continue their study of college-level Spanish by taking the AP Spanish Literature and Culture course and exam, as well.

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to

overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language.

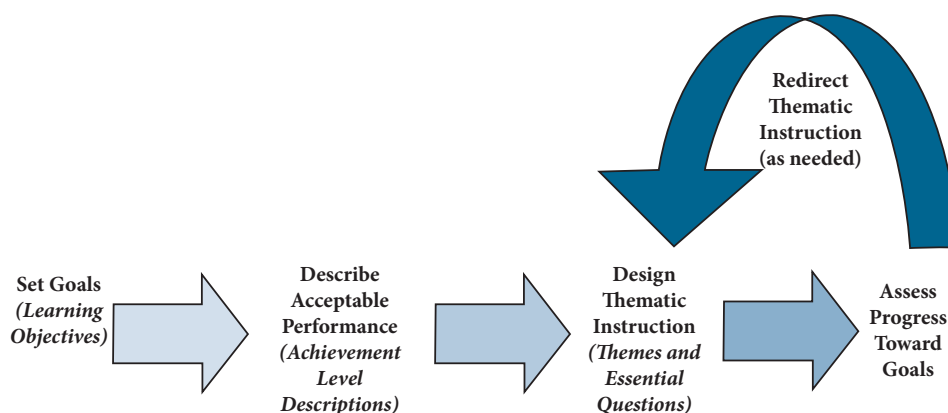
The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

## Structure of the Curriculum Framework

This curriculum framework begins by outlining the *learning objectives* and the *achievement level descriptions* that define student performance across five levels.

Tools for instructional design come next: *themes* to integrate language, content, and culture into an interrelated series of lessons and activities; *recommended contexts* for exploring each theme; and *overarching essential questions* to engage learners and to guide classroom investigations, learning activities, and performance assessments.

The following graphic illustrates how the components of the curriculum framework relate to how a teacher designs and delivers instruction.



## Learning Objectives and Achievement Level Descriptions

At the core of the AP Spanish Language and Culture course are six groups of *learning objectives* identifying what students should know and be able to do across the three modes of communication. These objectives outline expectations of student abilities in the following areas:

- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Audio, Visual, and Audiovisual Interpretive Communication
- Written and Print Interpretive Communication
- Spoken Presentational Communication
- Written Presentational Communication

The degree to which student performance meets the *learning objectives* in each area is articulated in the *achievement level descriptions*, which clearly define how well students at each level perform. Because of the interrelated nature of the modes of communication, all the *achievement level descriptions* work in concert with one another and should be considered holistically. While references to levels 1–5 cannot precisely predict a student’s ultimate AP Exam score, AP teachers can use this information to develop better insight into individual student performance and adjust the curriculum and instruction throughout the course.

### Overarching Premise

When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).

## Interpersonal Communication

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.

### Learning Objectives for Spoken Interpersonal Communication

---

**Primary Objective: The student engages in spoken interpersonal communications.**

- ▶ The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations.
  - ▶ The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.
  - ▶ The student elicits information and clarifies meaning by using a variety of strategies.
  - ▶ The student states and supports opinions in oral interactions.
  - ▶ The student initiates and sustains interaction through the use of various verbal and nonverbal strategies.
  - ▶ The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
  - ▶ The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
  - ▶ The student self-monitors and adjusts language production.
  - ▶ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
  - ▶ The student demonstrates knowledge and understanding of content across disciplines.
-

## Achievement Level Descriptions for Spoken Interpersonal Communication

### *Achievement Level 5*

- (a) **Interaction.** Students at Achievement Level 5 initiate, maintain, and close conversations on familiar topics in a culturally appropriate manner most of the time. They understand and usually use culturally appropriate expressions and gestures.
- (b) **Strategies.** Students at this level use a variety of communication strategies as necessary to maintain communication (e.g., circumlocution, paraphrasing, requesting clarification or information). They often use questions to maintain the conversation and use context to deduce meaning of unfamiliar words. They often recognize errors and self-correct.
- (c) **Opinions.** They state opinions and demonstrate some ability to support opinions on topics of personal interest.
- (d) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences on familiar topics, and they narrate and describe in all time frames, with a few errors that do not impede comprehensibility.
- (e) **Vocabulary.** They understand and use vocabulary on a variety of familiar topics, including some beyond those of personal interest.
- (f) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.
- (g) **Pronunciation.** Their pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners; their pronunciation is consistent, with few errors that do not impede comprehensibility.
- (h) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and compare them with their own culture. They compare and contrast a variety of geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 4*

- (a) **Interaction.** Students at Achievement Level 4 initiate, maintain, and close conversations on familiar topics. They usually interact in a culturally appropriate manner and may understand and use culturally appropriate expressions and gestures.
- (b) **Strategies.** These students use some communication strategies to maintain communication (e.g., circumlocution, paraphrasing, restatement, asking for clarification or information). They use context to deduce meaning of unfamiliar words. They recognize some errors and self-correct.

- (c) **Opinions.** They provide opinions on familiar topics with limited ability to provide support.
- (d) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy. They narrate and describe in all time frames, demonstrating the most accuracy in present time and some accuracy in the past and future.
- (e) **Vocabulary.** These students understand and use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
- (f) **Register.** Their choice of register is usually appropriate for the situation, yet some shifts between formal and informal registers occur.
- (g) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility.
- (h) **Cultures, connections, and comparisons.** These students describe in some detail products or practices of the target culture(s) and may identify perspectives of the target culture(s) with some inaccuracies. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 3*

- (a) **Interaction.** Students at Achievement Level 3 initiate, maintain, and close conversations on familiar topics and sometimes interact in a culturally appropriate manner.
- (b) **Strategies.** These students occasionally use communication strategies, such as circumlocution and paraphrasing. Students at this level of achievement often seek clarification of meaning by asking for repetition. They use context to deduce meaning of unfamiliar words. Students may recognize errors; attempts at correction are only occasionally successful.
- (c) **Opinions.** These students state opinions on topics of personal interest, and they understand and respond to questions and statements on familiar topics.
- (d) **Language structures.** Their narrations and descriptions are characterized by strings of simple sentences and a few compound sentences, with the most accuracy in the present time and some accuracy in other time frames.
- (e) **Vocabulary.** They understand and use vocabulary from familiar thematic word groups, including occasionally some culturally appropriate and idiomatic expressions.
- (f) **Register.** Choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.

- (g) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners, yet errors occasionally impede comprehensibility.
- (h) **Cultures, connections, and comparisons.** They identify some cultural products or practices of the target culture(s) and may identify a few common perspectives. They identify some geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 2*

- (a) **Interaction.** Students at Achievement Level 2 initiate and close conversations on topics of personal interest and maintain them by making basic statements. Comprehension of messages on familiar topics is limited, and they have little ability to interact in a culturally appropriate manner. Their communication often requires intervention from others to attain comprehensibility.
- (b) **Strategies.** They may seek clarification by asking for basic information or repetition. They seldom recognize errors, and attempts at self-correction usually fail.
- (c) **Opinions.** When stating opinions, they are limited to expressing likes and dislikes.
- (d) **Language structures.** These students produce simple sentences with some accuracy in the present time.
- (e) **Vocabulary.** They understand and use a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
- (f) **Register.** These students communicate mainly using the familiar register.
- (g) **Pronunciation.** Their pronunciation and intonation are mostly comprehensible to an audience accustomed to interacting with language learners; errors impede comprehensibility.
- (h) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 1*

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

## Learning Objectives for Written Interpersonal Communication

---

**Primary Objective: The student engages in written interpersonal communications.**

- ▶ The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.
  - ▶ The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations.
  - ▶ The student writes formal correspondence in a variety of media using appropriate formats and conventions.
  - ▶ The student writes informal correspondence in a variety of media using appropriate formats and conventions.
  - ▶ The student elicits information and clarifies meaning by using a variety of strategies.
  - ▶ The student states and supports opinions in written interactions.
  - ▶ The student initiates and sustains interaction during written interpersonal communication in a variety of media.
  - ▶ The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
  - ▶ The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
  - ▶ The student self-monitors and adjusts language production.
  - ▶ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
  - ▶ The student demonstrates knowledge and understanding of content across disciplines.
-

## Achievement Level Descriptions for Written Interpersonal Communication

### *Achievement Level 5*

- (a) **Interaction.** Students at Achievement Level 5 initiate, maintain, and close written exchanges in formal and informal communications with good control of culturally appropriate conventions. They understand and respond to questions on familiar topics with some elaboration and detail.
- (b) **Strategies.** These students use a variety of communication strategies as necessary in order to maintain communication (e.g., circumlocution, paraphrasing, requesting clarification or information). They use context to deduce meaning of unfamiliar words and often recognize errors and self-correct.
- (c) **Opinions.** They state opinions and demonstrate some ability to support opinions on topics of personal interest.
- (d) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences on familiar topics, and they narrate and describe in all time frames, with a few errors that do not impede comprehensibility. They use transitional phrases and cohesive devices.
- (e) **Writing conventions.** Their writing is marked by consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, email, letters, blogs, bulletin boards).
- (f) **Vocabulary.** They understand and use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They understand and use some culturally appropriate vocabulary and idiomatic expressions.
- (g) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.
- (h) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and compare them with their own culture. They compare and contrast a variety of geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 4*

- (a) **Interaction.** Students at Achievement Level 4 initiate, maintain, and close written exchanges in formal and informal communications, although control of culturally appropriate conventions is inconsistent. They understand and respond to questions and statements on familiar topics with some elaboration and detail.

- (b) **Strategies.** These students use communication strategies (e.g., circumlocution, paraphrasing, asking for clarification or information) to maintain communication. They use context to deduce meaning of unfamiliar words. They recognize some errors and self-correct.
- (c) **Opinions.** They provide opinions on familiar topics with limited ability to provide support.
- (d) **Language structures.** They are usually accurate when writing about familiar topics using a variety of simple, compound, and a few complex sentences in all time frames, demonstrating the most accuracy in present time and some accuracy in the past and future. They use some transitional phrases and cohesive devices.
- (e) **Writing conventions.** Their writing is generally consistent in the use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, email, letters, blogs, bulletin boards).
- (f) **Vocabulary.** These students understand and use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
- (g) **Register.** Their choice of register is usually appropriate for the situation, yet some shifts between formal and informal registers occur.
- (h) **Cultures, connections, and comparisons.** These students describe in some detail products or practices of the target culture(s) and may identify perspectives of the target culture(s) with some inaccuracies. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 3*

- (a) **Interaction.** Students at Achievement Level 3 initiate, maintain, and close written exchanges on familiar topics. They understand and respond to questions and statements on familiar topics.
- (b) **Strategies.** These students occasionally use communication strategies (e.g., circumlocution, restatement, requesting clarification or information) when interacting on familiar topics, and they occasionally use context to deduce meaning of unfamiliar words. They often seek clarification of meaning by asking for repetition. They may recognize errors; attempts at self-editing are occasionally successful.
- (c) **Opinions.** They state opinions on topics of personal interest.
- (d) **Language structures.** They produce strings of simple sentences and a few compound sentences, with the most accuracy in the present time and some accuracy in other time frames.

- (e) **Writing conventions.** Their writing shows inconsistent use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, email, letters, blogs, bulletin boards) that sometimes interferes with meaning.
- (f) **Vocabulary.** These students understand and use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.
- (g) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
- (h) **Cultures, connections, and comparisons.** These students identify some cultural products or practices of the target culture(s) and may identify a few common perspectives. They identify some geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 2*

- (a) **Interaction.** Students at Achievement Level 2 respond to questions and statements on topics of personal interest in written exchanges.
- (b) **Strategies.** These students may seek clarification by asking for basic information. They seldom recognize errors, and attempts at self-editing usually fail.
- (c) **Opinions.** When stating opinions, they are limited to expressing likes and dislikes.
- (d) **Language structures.** They produce simple sentences with some accuracy in the present time. There is inconsistent control of basic structures.
- (e) **Writing conventions.** Their writing shows little use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, email, letters, blogs, bulletin boards).
- (f) **Vocabulary.** They understand and use a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
- (g) **Register.** These students communicate mainly using the familiar register.
- (h) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 1*

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

## Interpretive Communication

The Interpretive Mode is characterized by the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or speaker.

### Learning Objectives for Audio, Visual, and Audiovisual Interpretive Communication

**Primary Objective: The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.**

- ▶ The student demonstrates comprehension of content from authentic audio resources.
- ▶ The student demonstrates comprehension of content from authentic visual resources.
- ▶ The student demonstrates comprehension of content from authentic audiovisual resources.
- ▶ The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
- ▶ The student understands the purpose of a message and the point of view of its author.
- ▶ The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
- ▶ The student demonstrates critical viewing or listening of audio, visual, and audiovisual resources in the target cultural context.
- ▶ The student monitors comprehension and uses other sources to enhance understanding.
- ▶ The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).
- ▶ The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in audio, visual, and audiovisual resources.
- ▶ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- ▶ The student demonstrates knowledge and understanding of content across disciplines.

## Achievement Level Descriptions for Audio, Visual, and Audiovisual Interpretive Communication

### *Achievement Level 5*

- (a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 5 identify main ideas, some significant details, and the intended audience on a range of topics. These students use context to deduce the meaning of unfamiliar words and usually infer implied meanings.
- (b) **Critical viewing and listening.** These students identify significant distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
- (c) **Vocabulary.** They comprehend a variety of vocabulary, including culturally appropriate vocabulary and some idiomatic expressions related to topics of personal interest and limited unfamiliar topics.
- (d) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of familiar interdisciplinary topics presented in the resource material. They compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 4*

- (a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 4 identify most main ideas and some significant details on familiar topics. These students use context to deduce the meaning of unfamiliar words and make some inferences.
- (b) **Critical viewing and listening.** They identify some distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
- (c) **Vocabulary.** These students comprehend most vocabulary, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
- (d) **Cultures, connections, and comparisons.** These students identify the products, practices, and some perspectives of the target culture(s) and demonstrate understanding of some content of familiar interdisciplinary topics presented in the resource material. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 3*

- (a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 3 identify some main ideas and details on familiar topics. They respond accurately to basic information questions (e.g., Who? What? When? Where?) and can sometimes use context to deduce meaning of unfamiliar words and make limited inferences.
- (b) **Critical viewing and listening.** They identify a few distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
- (c) **Vocabulary.** They comprehend a variety of vocabulary on topics of personal interest.
- (d) **Cultures, connections, and comparisons.** These students are able to identify the cultural products and practices and demonstrate understanding of basic content of familiar interdisciplinary topics presented in the resource material. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 2*

- (a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 2 identify a few main ideas or details and are sometimes unable to respond to basic information questions.
- (b) **Critical viewing and listening.** These students identify few distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
- (c) **Vocabulary.** They understand a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
- (d) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices of the target culture(s) and demonstrate limited understanding of the basic content of familiar interdisciplinary topics presented in the resource material. They are able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 1*

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

## Learning Objectives for Written and Print Interpretive Communication

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**Primary Objective: The student synthesizes information from a variety of authentic written and print resources.**

- ▶ The student demonstrates comprehension of content from authentic written and print resources.
  - ▶ The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
  - ▶ The student understands the purpose of a message and the point of view of its author.
  - ▶ The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.
  - ▶ The student demonstrates critical reading of written and print resources in the target cultural context.
  - ▶ The student monitors comprehension and uses other sources to enhance understanding.
  - ▶ The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).
  - ▶ The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources.
  - ▶ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
  - ▶ The student demonstrates knowledge and understanding of content across disciplines.
-

## Achievement Level Descriptions for Written and Print Interpretive Communication

### *Achievement Level 5*

- (a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 5 identify main ideas and supporting details on a range of topics. They use context to deduce the meaning of unfamiliar words and usually infer implied meanings.
- (b) **Critical reading.** They demonstrate critical reading skills and usually differentiate facts from opinions. These students identify the intended audience, source, and purpose and describe the basic context of the resource material.
- (c) **Vocabulary.** These students comprehend a variety of vocabulary, including culturally appropriate vocabulary and some idiomatic expressions related to topics of personal interest and limited unfamiliar topics.
- (d) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 4*

- (a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 4 identify most main ideas and some supporting details on familiar topics. They use various reading strategies to aid in the literal comprehension of the text. These students make some inferences and use context to deduce the meaning of unfamiliar words.
- (b) **Critical reading.** These students identify the intended audience, source, and purpose of the resource.
- (c) **Vocabulary.** They comprehend most vocabulary, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
- (d) **Cultures, connections, and comparisons.** These students identify the products, practices, and some perspectives of the target culture(s) and demonstrate understanding of some content of the interdisciplinary topics presented in the resources. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 3*

- (a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 3 identify some main ideas and supporting details on familiar topics. They respond accurately to basic information questions (e.g., Who? What? When? Where?), make limited inferences, and use contextual clues to assist in the literal comprehension. They can sometimes use context to deduce meaning of unfamiliar words.
- (b) **Critical reading.** These students identify the source and purpose of the resource.
- (c) **Vocabulary.** They comprehend a variety of vocabulary on topics of personal interest.
- (d) **Cultures, connections, and comparisons.** They are able to identify the products and practices of the target culture(s) and demonstrate understanding of basic content of familiar interdisciplinary topics presented in the resource material. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 2*

- (a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 2 identify some main ideas and details, but they are sometimes unable to respond to basic information questions. They occasionally use contextual clues for basic comprehension.
- (b) **Critical reading.** They identify the source of the resource.
- (c) **Vocabulary.** They understand a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
- (d) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices of the target culture(s) and demonstrate limited understanding of basic content of familiar interdisciplinary topics presented in the resource material. They are able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 1*

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

## Presentational Communication

The Presentational Mode is characterized by the creation of messages in a manner that facilitates interpretation by members of the target culture where no direct opportunity for the active negotiation of meaning exists.

### Learning Objectives for Spoken Presentational Communication

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**Primary Objective: The student plans, produces, and presents spoken presentational communications.**

- ▶ The student produces a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance).
  - ▶ The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
  - ▶ The student creates and gives persuasive speeches.
  - ▶ The student expounds on familiar topics and those requiring research.
  - ▶ The student uses reference tools, acknowledges sources, and cites them appropriately.
  - ▶ The student self-monitors and adjusts language production.
  - ▶ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
  - ▶ The student demonstrates knowledge and understanding of content across disciplines.
-

## Achievement Level Descriptions for Spoken Presentational Communication

### *Achievement Level 5*

- (a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 5 use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics. They develop ideas by showing evidence of synthesis and interpretation of background information.
- (b) **Strategies.** These students employ a variety of strategies to clarify and elaborate content of presentation; self-correction is mostly successful.
- (c) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences in major time frames. Errors do not impede comprehensibility.
- (d) **Vocabulary.** These students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.
- (e) **Pronunciation.** Their pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners.
- (f) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.
- (g) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 4*

- (a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 4 use mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics. Their work shows some evidence of ideas that are developed and supported with examples.
- (b) **Strategies.** These students may employ some communication strategies appropriately, such as paraphrasing and clarification; self-correction is often successful.
- (c) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy; errors do not impede comprehensibility.

- (d) **Vocabulary.** They use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
- (e) **Pronunciation.** Their pronunciation, intonation, pacing, and delivery are mostly comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility.
- (f) **Register.** Their choice of register is usually appropriate for the audience, yet some shifts between formal and informal registers occur.
- (g) **Cultures, connections, and comparisons.** These students describe, in some detail, products or practices of the target culture(s), yet they may identify perspectives of the target culture(s) with some inaccuracies. They may compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 3*

- (a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 3 use strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics. They show evidence of some development of ideas and basic structural organization (introduction, argument, and conclusion).
- (b) **Strategies.** These students employ limited communication strategies, such as repetition and emphasis; self-correction is occasionally successful.
- (c) **Language structures.** They produce simple and compound sentences with the most accuracy in the present time and some accuracy in other time frames. Errors may impede comprehensibility.
- (d) **Vocabulary.** These students use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.
- (e) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners, yet errors occasionally impede comprehensibility.
- (f) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
- (g) **Cultures, connections, and comparisons.** They identify some cultural products and practices of the target culture(s) and may identify a few common perspectives. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 2*

- (a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 2 use strings of sentences to express personal opinions, describe, and narrate on topics of personal interest. There is little evidence of development of ideas, and structural organization may be lacking.
- (b) **Strategies.** They seldom recognize errors, and attempts at self-correction usually fail.
- (c) **Language structures.** They produce simple sentences with some accuracy in the present time. Their control of basic structures is inconsistent; errors impede comprehensibility.
- (d) **Vocabulary.** Students at this level use vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
- (e) **Pronunciation.** Their pronunciation and intonation are mostly comprehensible to an audience accustomed to interacting with language learners; errors impede comprehensibility.
- (f) **Register.** These students communicate mainly using the familiar register.
- (g) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 1*

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

## Learning Objectives for Written Presentational Communication

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**Primary Objective: The student plans and produces written presentational communications.**

- ▶ The student produces a variety of creative writings (e.g., original story, personal narrative, script).
  - ▶ The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
  - ▶ The student produces persuasive essays.
  - ▶ The student produces expository writing, including researched reports.
  - ▶ The student uses reference tools, acknowledges sources, and cites them appropriately.
  - ▶ The student self-edits written work for content, organization, and grammar.
  - ▶ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
  - ▶ The student demonstrates knowledge and understanding of content across disciplines.
-

## Achievement Level Descriptions for Written Presentational Communication

### *Achievement Level 5*

- (a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 5 use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics. They integrate content from multiple sources to support their presentation.
- (b) **Strategies.** These students employ a variety of strategies to clarify and elaborate the content of the presentation; self-correction is mostly successful.
- (c) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences in major time frames. Errors do not impede comprehensibility.
- (d) **Vocabulary.** These students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.
- (e) **Writing conventions.** They demonstrate consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents). Errors do not impede comprehensibility.
- (f) **Register.** Their choice of register is appropriate for the audience, and its use is consistent despite occasional errors.
- (g) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 4*

- (a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 4 use mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics. They summarize multiple sources with limited integration of content to support their presentation.
- (b) **Strategies.** These students employ some communication strategies appropriately, such as paraphrasing and clarification; self-editing is often successful.
- (c) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy; errors do not impede comprehensibility.

- (d) **Vocabulary.** They use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
- (e) **Writing conventions.** They demonstrate generally consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents); errors do not impede comprehensibility.
- (f) **Register.** Errors in choice of register are infrequent, yet shifts between formal and informal registers may occur.
- (g) **Cultures, connections, and comparisons.** They describe in some detail products or practices of the target culture(s), yet they may identify perspectives of the target culture(s) with some inaccuracies. They may compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 3*

- (a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 3 use strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics. They summarize content from sources to support their presentation.
- (b) **Strategies.** These students may employ some communication strategies appropriately, such as paraphrasing and clarification; self-editing is occasionally successful.
- (c) **Language structures.** They produce simple and compound sentences with the most accuracy in the present time and some accuracy in other time frames. Errors may impede comprehensibility.
- (d) **Vocabulary.** These students use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.
- (e) **Writing conventions.** Their use of standard conventions of the written language (e.g., capitalization, orthography, accents) is inconsistent, which may cause confusion for the reader.
- (f) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
- (g) **Cultures, connections, and comparisons.** They identify some cultural products and practices of the target culture(s) and may identify a few common perspectives. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 2*

- (a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 2 use strings of sentences to express personal opinions, describe, and narrate on topics of personal interest. They summarize sources without supporting the presentation.
- (b) **Strategies.** These students employ limited presentational strategies to clarify meaning; efforts at self-editing usually fail.
- (c) **Language structures.** They produce simple sentences with some accuracy in the present time. Their control of basic structures is inconsistent; errors impede comprehensibility.
- (d) **Vocabulary.** Students at this level use vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
- (e) **Writing conventions.** Their writing shows little use of standard conventions of the written language (e.g., capitalization, orthography, accents).
- (f) **Register.** These students communicate mainly using the familiar register.
- (g) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

### *Achievement Level 1*

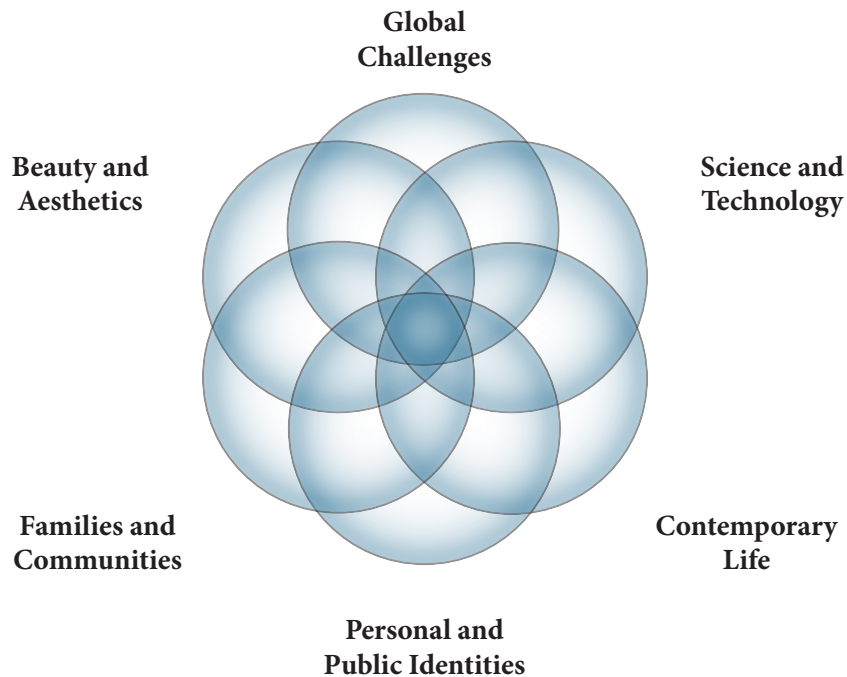
Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

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## Course Themes

Designing the AP Spanish Language and Culture course around themes creates an interesting, meaningful context in which to explore a variety of language concepts. Themes help teachers integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts. A theme may be used to plan a brief unit of study, a comprehensive unit spanning a greater period of time, or to connect with courses in other disciplines.

The AP Spanish Language and Culture course is structured around six themes:



## Recommended Contexts and Essential Questions

Each theme includes a number of *recommended contexts* for exploration. Teachers are encouraged to engage students in the various themes by considering historical, contemporary, and future perspectives as appropriate. Teachers should assume complete flexibility in resource selection and instructional exploration of the six themes. The recommended contexts are not intended as prescriptive or required, but rather they serve as suggestions for addressing the themes.

One way to design instruction with the themes is to identify *overarching essential questions* to motivate learners and to guide classroom investigations, learning activities, and performance assessments. Essential questions are designed to spark curiosity and engage students in real-life, problem-solving tasks. They allow students to investigate and express different views on real world issues, make connections to other disciplines, and compare aspects of the target culture(s) to their own. Essential questions also lend themselves well to interdisciplinary inquiry, asking students to apply skills and perspectives across content areas while working with content from language, literature, and cultures of the Spanish-speaking world.

## Integrating Themes, Recommended Contexts, and Essential Questions

AP Spanish Language and Culture teachers are encouraged to consider the interconnectedness of the themes. A unit on environmental issues (Global Challenges) might, for example, touch upon recommended contexts from more than one theme. Students might study inventions as catalysts of change (Science and Technology), influences from religious beliefs or social values (Personal and Public Identities), or the aesthetics of eco-friendly architecture (Beauty and Aesthetics).

The recommended contexts for exploring a theme can be varied depending on available authentic materials, teacher-developed resources, and commercially produced materials, as well as teacher creativity and student interest. The design of the course should include essential questions that will capture students' interest, engaging authentic materials, and learning activities that help students consider themes across time and across cultures.

It should be noted that literature is not merely a recommended context for one of the course themes (Beauty and Aesthetics) but should serve as a powerful vehicle for delivering content to address all of the themes. Literary works may be incorporated throughout the AP Spanish Language and

Culture course in relation to a variety of themes, such as the environment (Global Challenges), rites of passage (Contemporary Life), or issues of cultural assimilation (Personal and Public Identities).

## Themes, Recommended Contexts, and Overarching Essential Questions

### Theme: Global Challenges / *Los desafíos mundiales*

#### Recommended Contexts:

- Economic Issues / *Los temas económicos*
- Environmental Issues / *Los temas del medio ambiente*
- Philosophical Thought and Religion / *El pensamiento filosófico y la religión*
- Population and Demographics / *La población y la demografía*
- Social Welfare / *El bienestar social*
- Social Conscience / *La conciencia social*

#### Overarching Essential Questions:

- What environmental, political, and social issues pose challenges to societies throughout the world? / *¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?*
- What are the origins of those issues? / *¿Cuáles son los orígenes de esos desafíos?*
- What are possible solutions to those challenges? / *¿Cuáles son algunas posibles soluciones a esos desafíos?*

### Theme: Science and Technology / *La ciencia y la tecnología*

#### Recommended Contexts:

- Access to Technology / *El acceso a la tecnología*
- Effects of Technology on Self and Society / *Los efectos de la tecnología en el individuo y en la sociedad*
- Health Care and Medicine / *El cuidado de la salud y la medicina*
- Innovations / *Las innovaciones tecnológicas*
- Natural Phenomena / *Los fenómenos naturales*
- Science and Ethics / *La ciencia y la ética*

**Overarching Essential Questions:**

- How do developments in science and technology affect our lives? / *¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?*
- What factors have driven innovation and discovery in the fields of science and technology? / *¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?*
- What role does ethics play in scientific advancement? / *¿Qué papel cumple la ética en los avances científicos?*

**Theme: Contemporary Life / *La vida contemporánea***

**Recommended Contexts:**

- Education and Careers / *La educación y las carreras profesionales*
- Entertainment / *El entretenimiento y la diversión*
- Travel and Leisure / *Los viajes y el ocio*
- Lifestyles / *Los estilos de vida*
- Relationships / *Las relaciones personales*
- Social Customs and Values / *Las tradiciones y los valores sociales*
- Volunteerism / *El trabajo voluntario*

**Overarching Essential Questions:**

- How do societies and individuals define quality of life? / *¿Cómo definen los individuos y las sociedades su propia calidad de vida?*
- How is contemporary life influenced by cultural products, practices, and perspectives? / *¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?*
- What are the challenges of contemporary life? / *¿Cuáles son los desafíos de la vida contemporánea?*

**Theme: Personal and Public Identities / *Las identidades personales y públicas***

**Recommended Contexts:**

- Alienation and Assimilation / *La enajenación y la asimilación*
- Heroes and Historical Figures / *Los héroes y los personajes históricos*
- National and Ethnic Identities / *La identidad nacional y la identidad étnica*
- Personal Beliefs / *Las creencias personales*

- Personal Interests / *Los intereses personales*
- Self-Image / *La autoestima*

### Overarching Essential Questions:

- How are aspects of identity expressed in various situations? / *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*
- How do language and culture influence identity? / *¿Cómo influyen la lengua y la cultura en la identidad de una persona?*
- How does one's identity develop over time? / *¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?*

### Theme: Families and Communities / *Las familias y las comunidades*

#### Recommended Contexts:

- Customs and Values / *Las tradiciones y los valores*
- Education Communities / *Las comunidades educativas*
- Family Structure / *La estructura de la familia*
- Global Citizenship / *La ciudadanía global*
- Human Geography / *La geografía humana*
- Social Networking / *Las redes sociales*

#### Overarching Essential Questions:

- What constitutes a family in different societies? / *¿Cómo se define la familia en distintas sociedades?*
- How do individuals contribute to the well-being of communities? / *¿Cómo contribuyen los individuos al bienestar de las comunidades?*
- How do the roles that families and communities assume differ in societies around the world? / *¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?*

### Theme: Beauty and Aesthetics / *La belleza y la estética*

#### Recommended Contexts:

- Architecture / *La arquitectura*
- Defining Beauty / *Definiciones de la belleza*
- Defining Creativity / *Definiciones de la creatividad*
- Fashion and Design / *La moda y el diseño*

- Language and Literature / *El lenguaje y la literatura*
- Visual and Performing Arts / *Las artes visuales y escénicas*

**Overarching Essential Questions:**

- How are perceptions of beauty and creativity established? / *¿Cómo se establecen las percepciones de la belleza y la creatividad?*
- How do ideals of beauty and aesthetics influence daily life? / *¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?*
- How do the arts both challenge and reflect cultural perspectives? / *¿Cómo las artes desafían y reflejan las perspectivas culturales?*

## Glossary of Key Terms

**Achievement level descriptions:** Descriptions of student performance at levels 1–5. AP teachers can use this information to develop better insight into individual student performance and adjust curriculum and instruction.

**Communication strategies:** Techniques used to clarify meaning or confirm comprehension, such as restatement, asking questions for clarification, circumlocution, and gestures.

**Critical viewing/listening/reading:** To analyze, react to, and explore audio, visual, audiovisual, print, or written resources in order to better understand meaning and purpose.

**Features of target culture communities:** Various products, practices, and perspectives of target culture(s), such as television and film, education, customs and traditions, and beliefs and values, including geographic, historical, artistic, social, or political influences.

**Learning objectives:** Clear, detailed, and finite articulation of what students will know and be able to do.

**Perspectives:** Values, attitudes, and assumptions that underlie both practices and products but that are less readily evident to the observer.

**Practices:** Patterns of social interactions within a culture.

**Products:** Both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions) items.

**Reference tools:** Items such as a dictionary, a guide to language structure, or a thesaurus.

# Participating in the AP Course Audit

Schools wishing to offer AP courses must participate in the AP Course Audit. Participation in the AP Course Audit requires the online submission of two documents: the AP Course Audit form and the teacher's syllabus. The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. The syllabus, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

The Curricular and Resource Requirements, derived from the *AP Spanish Language and Culture Curriculum Framework*, are outlined below. Teachers should use these requirements in conjunction with the AP Course Audit resources at [www.collegeboard.org/apcourseaudit](http://www.collegeboard.org/apcourseaudit) to support syllabus development.

## Curricular Requirements

- The teacher uses Spanish almost exclusively in class and encourages students to do likewise.
- Instructional materials include a variety of authentic audio and video recordings and authentic written texts, such as newspaper and magazine articles, as well as literary texts.
- The course provides opportunities for students to demonstrate their proficiency in spoken and written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced\* range.
- The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, audiovisual, written, and print resources.
- The course provides opportunities for students to demonstrate their proficiency in spoken and written Presentational Communication in the Intermediate to Pre-Advanced\* range.
- The course incorporates interdisciplinary topics and explicitly addresses all six course themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.
- The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

\*As defined in *ACTFL Performance Guidelines for K-12 Learners* (Yonkers, NY: The American Council on the Teaching of Foreign Languages, 1999).

- The course provides opportunities for students to make comparisons between and within languages and cultures.
- The course prepares students to use the Spanish language in real-life settings.

## Resource Requirements

- The school ensures that each student has a copy of printed course materials for individual use inside and outside of the classroom.
- The school provides audio and video equipment and materials that allow for ongoing opportunities to develop proficiency across the three modes of communication. This equipment can include video or DVD players or computers, language labs, or compact disc/cassette players.

## Exam Information

The AP Spanish Language and Culture Exam assesses students' proficiencies in the Interpersonal, Interpretive, and Presentational modes of communication. The exam is 3 hours long and includes both a 95-minute multiple-choice section and an 85-minute free-response section. The multiple-choice section accounts for half of the student's exam grade, and the free-response section for the other half.

Section I, the multiple-choice section, primarily assesses Interpretive Communication by asking students to identify main points, significant details, purpose, and intended audience of a variety of texts and to make inferences and predictions based on them. Some questions require students to show understanding of cultural or interdisciplinary information contained in the text. Each selection is accompanied by a preview that provides contextual information.

Section I, Part A, consists of a variety of authentic print materials (e.g., journalistic and literary texts, announcements, advertisements, letters, maps, and tables).


Section I, Part B, consists of a variety of authentic audio materials, including interviews, podcasts, public service announcements, conversations, and brief presentations. This section is divided into two subsections. The first subsection includes audio texts that are paired with print materials; the second consists solely of audio texts. Students will have time to read the preview and skim the questions before listening to the audio. All audio texts will be played twice.

Section II, the free-response section, assesses Interpersonal and Presentational Communication by requiring students to produce written and spoken responses.

In the writing portion, students demonstrate their ability to write in the Interpersonal Mode by reading and replying to an email message. Then, using the Presentational Mode, they write a persuasive essay based on three sources that present different viewpoints on a topic. Students read an article, study a table or graphic, and listen twice to a related audio. Then they have 40 minutes to write an essay in response to a prompt using the information from all three sources to present and defend their own viewpoint. Students have access to the print sources and any notes they may take on the audio during the entire 40-minute writing period.

The speaking portion assesses speaking in the Interpersonal Mode by asking students to respond to questions as part of a simulated conversation. Students are provided a preview of the conversation,

including an outline of each exchange. This portion also assesses speaking in the Presentational Mode by requiring students to make a 2-minute presentation in response to a prompt on a cultural topic. In their presentation, students compare cultural features of their own community to those found in an area of the Spanish-speaking world with which they are familiar. Students are encouraged to cite examples from materials they've read, viewed, and listened to, as well as from personal experiences and observations.

If using the downloadable PDF version of this publication, you will hear the audio upon clicking on the audio icon (). If using the print version, please visit your course's home page on AP Central for the audio. Scripts for audio are presented in this publication for reference. They are not provided to students during the exam.

The sample exam items in this Course and Exam Description include an Answer Key and an indication of the learning objective(s) from the Curriculum Framework, targeted by each item.

Section		Number of Questions	Percent of Final Score	Time
<b>Section I: Multiple Choice</b>				<b>Approx. 95 minutes</b>
Part A	Interpretive Communication: Print Texts	30 questions	<b>50%</b>	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
<b>Section II: Free Response</b>				<b>Approx. 85 minutes</b>
Interpersonal Writing: Email Reply		1 prompt	<b>12.5%</b>	15 minutes
Presentational Writing: Persuasive Essay		1 prompt	<b>12.5%</b>	Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts	<b>12.5%</b>	20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt	<b>12.5%</b>	2 minutes to respond

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## Sample Multiple-Choice Questions with Targeted Learning Objectives

### Interpretive Communication: Print Texts

You will read several selections. Each selection is accompanied by a number of questions. For each question, choose the response that is best according to the selection and mark your answer on your answer sheet.

Vas a leer varios textos. Cada texto va acompañado de varias preguntas. Para cada pregunta, elige la mejor respuesta según el texto e indícala en la hoja de respuestas.

## Tema curricular: La belleza y la estética

### Introducción

Este texto trata de una obra de teatro para niños. El anuncio original fue publicado en marzo de 2011 en Nueva York, Estados Unidos.

Línea

### ¡TRAIGA A SUS NIÑOS A REPERTORIO ESPAÑOL! MI BEBÉ ES UN HÉROE

ESCRITA Y DIRIGIDA POR EDUARDO NAVAS  
UNA PRODUCCIÓN DEL TEATRO RODANTE INFANTIL SCARAMOUCHES  
PRESENTADA POR REPERTORIO ESPAÑOL  
UN ESPECTÁCULO BILINGÜE (INGLÉS Y ESPAÑOL)

5 Teatro Scaramouches, una excepcional compañía venezolana de teatro infantil, presenta una original y divertida obra teatral con marionetas. El malvado y travieso Cuchiflín intenta llevarse al bebé del Príncipe Azulito y la Princesa Perlita. Con la ayuda de los niños el bebé impide que Cuchiflín se salga con la suya, convirtiendo al bebé y a los niños en héroes. Repleta de colorido, risas y diversión, la obra capta la atención de los niños de principio a fin.

10 sábado 5 de febrero – 12 p.m.  
sábado 5 de marzo – 12 p.m.  
sábado 2 de abril – 12 p.m.  
sábado 7 de mayo – 12 p.m.  
sábado 4 de junio – 12 p.m.

15 **RESERVACIONES**  
INTERNET: WWW.REPERTORIO.ORG  
TELÉFONO: 1.212.225.9999

EN PERSONA: 138 ESTE DE LA CALLE 27, MANHATTAN, NY 10016, ENTRE LAS AVENIDAS LEXINGTON Y TERCERA

20 DOMINGO – JUEVES, 10 A.M. – 7 P.M./VIERNES Y SÁBADO 10 A.M. – 9 P.M.

**PRECIOS**  
Los boletos comienzan en \$25 ó \$30 dependiendo del espectáculo.  
Asientos preferenciales disponibles.

25 **COMBO TICKET**  
Dos boletos para tres funciones o uno para seis funciones distintas por sólo \$150.  
Usted escoge las funciones.

**ESTACIONAMIENTO**  
Parking en la Calle 29 entre las Avenidas Lexington y Tercera. \$10 por cuatro horas.  
Valide el boleto en la boletería.

30 **DESCUENTOS**  
Empleados de organizaciones contribuyentes reciben entre \$10 y \$20 de descuento del costo regular de la taquilla. Estudiantes y mayores de 65 años reciben \$5 o \$10 de descuento con identificación válida. Ninguna oferta puede ser combinada con otra.

35 **ACCESIBILIDAD**  
Repertorio Español es accesible a sillas de ruedas y cuenta con un sistema de amplificación de audio para personas con dificultades de audición. Por favor indíquenos al momento de reservar si requiere de dichos servicios.

*No se aceptan cambios ni devoluciones. Reservaciones son válidas sólo para la fecha indicada en el boleto.*

40 *No se permite el acceso a niños menores de doce años, excepto en producciones para niños.*

© Michael Palma

1. ¿Cuál es el propósito del anuncio?
- (A) Promover las obras de teatro para niños hispanoamericanos en todo el mundo
  - (B) Reclutar a niños hispanohablantes para actuar en obras en Nueva York
  - (C) Proporcionar información sobre la variedad de obras infantiles de Repertorio Español
  - (D) Promocionar una obra de teatro infantil que se presentará en Nueva York

**Targeted Learning Objective:**

- The student understands the purpose of a message and point of view of its author.

2. ¿A quién se dirige el anuncio?
- (A) A los niños menores de doce años
  - (B) A padres hispanohablantes
  - (C) A todos los estudiantes en Nueva York
  - (D) A toda la población de Nueva York

**Targeted Learning Objective:**

- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.

3. Según la información del anuncio, ¿qué se puede inferir sobre el grupo de Teatro Scaramouches?
- (A) Que es un grupo de niños actores venezolanos
  - (B) Que es un grupo de productores hispanos residentes en Nueva York
  - (C) Que es un grupo de músicos venezolanos
  - (D) Que es un grupo hispano que recorre distintos sitios con sus obras

**Targeted Learning Objective:**

- The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social and/or political).

4. ¿Qué se puede deducir sobre el desenlace de la obra?
- (A) El príncipe y la princesa se casan al final.
  - (B) Cuchiflín se convierte en héroe.
  - (C) El bebé es secuestrado.
  - (D) Los niños ayudan a derrotar al antagonista.

**Targeted Learning Objective:**

- The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social and/or political).

5. Necesitas más información y dispones de la dirección de correo electrónico de Repertorio Español para enviar un mensaje. ¿Cuál de las siguientes preguntas sería más apropiada para formular?
- (A) Me gustaría reservar 30 boletos para el 5 de marzo para un grupo de estudiantes. ¿Sería posible?
  - (B) ¡Vivo frente al teatro! ¡Allí estaré sin falta! ¿Me esperas?
  - (C) ¿Puede usted tener la bondad de quitarme de la lista de correos del próximo año?
  - (D) ¿Qué tal? Oye, para el programa del 7 de mayo, mi mujer no oye bien, ¿cómo la puedes ayudar?

**Targeted Learning Objective:**

- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.

## Tema curricular: Las identidades personales y públicas

### Introducción

Este texto trata de lo que una rosa piensa de sí misma. El cuento original fue publicado en España por la escritora Rosa María Roé. Las protagonistas son la rosa y una muchacha.

### La rosa blanca

- En un jardín de matorrales, entre hierbas y maleza, apareció como salida de la nada una rosa blanca. Era blanca como la nieve, sus pétalos parecían de terciopelo y el rocío de la mañana brillaba sobre sus hojas como cristales resplandecientes. Ella no podía verse, por eso no sabía lo bonita que era. Por ello pasó los pocos días que fue flor hasta que empezó a marchitarse sin saber que a su alrededor todos estaban pendientes de ella y de su perfección: su perfume, la suavidad de sus pétalos, su armonía. No se daba cuenta de que todo el que la veía tenía elogios hacia ella. Las malas hierbas que la envolvían estaban fascinadas con su belleza y vivían hechizadas por su aroma y elegancia.
- Un día de mucho sol y calor, una muchacha paseaba por el jardín pensando cuántas cosas bonitas nos regala la madre tierra, cuando de pronto vio una rosa blanca en una parte olvidada del jardín, que empezaba a marchitarse.
- Hace días que no llueve, pensó —si se queda aquí mañana ya estará mustia. La llevaré a casa y la pondré en aquel jarrón tan bonito que me regalaron.
- Y así lo hizo. Con todo su amor puso la rosa marchita en agua, en un lindo jarrón de cristal de colores, y lo acercó a la ventana. —La dejaré aquí, pensó — porque así le llegará la luz del sol. Lo que la joven no sabía es que su reflejo en la ventana mostraba a la rosa un retrato de ella misma que jamás había llegado a conocer.
- ¿Esta soy yo? Pensó. Poco a poco sus hojas inclinadas hacia el suelo se fueron enderezando y miraban de nuevo hacia el sol y así, lentamente, fue recuperando su estilizada silueta. Cuando ya estuvo totalmente restablecida vio, mirándose al cristal, que era una hermosa flor, y pensó: ¡¡Vaya!! Hasta ahora no me he dado cuenta de quién era, ¿cómo he podido estar tan ciega?
- La rosa descubrió que había pasado sus días sin apreciar su belleza. Sin mirarse bien a sí misma para saber quién era en realidad.
- Si quieres saber quién eres de verdad, olvida lo que ves a tu alrededor y mira siempre en tu corazón.

“La rosa blanca” by Rosa María Roé. Used by permission of CEDRO and the author.

6. ¿Cuál de los siguientes es un buen resumen de la vida de la rosa tal como se describe en el cuento?
- (A) Al mirarse en la ventana por primera vez entendió su valor.
  - (B) Cuando la niña la recogió comprendió cuánto valía.
  - (C) Cuando las flores la miraron descubrió su belleza.
  - (D) Al ver a otras flores descubrió su belleza interior.

**Targeted Learning Objective:**

- The student demonstrates comprehension of content from written and print resources.

7. ¿A qué se refiere “marchitarse” (línea 4) en el texto?
- (A) Al proceso de decadencia de la rosa
  - (B) Al sentimiento de la niña hacia la flor
  - (C) A la actitud de las otras flores hacia la rosa
  - (D) Al proceso de la flor de ser trasladada del jardín a la casa

**Targeted Learning Objective:**

- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.

8. Según el texto, ¿dónde ve la muchacha la rosa por primera vez?
- (A) En un jarrón de cristal
  - (B) En el interior de un bosque
  - (C) En un jardín descuidado
  - (D) En una maceta olvidada

**Targeted Learning Objective:**

- The student demonstrates comprehension of content from written and print resources.

9. ¿Qué transición de la rosa se enfatiza en “Un día ... estará mustia” (líneas 9-12)?
- (A) El nacimiento
  - (B) El envejecimiento
  - (C) La floración
  - (D) La desaparición

**Targeted Learning Objective:**

- The student demonstrates comprehension of content from written and print resources.

10. ¿Cómo es la actitud de la niña hacia la rosa?
- (A) Caprichosa
  - (B) Temerosa
  - (C) Juguetona
  - (D) Cariñosa

**Targeted Learning Objective:**

- The student demonstrates critical reading of written and print resources in the target cultural content.

11. Según el texto, ¿cómo reacciona la flor al verse en el vidrio de la ventana?
- (A) Se asusta
  - (B) Se entristece
  - (C) Se marcha
  - (D) Se sorprende

**Targeted Learning Objective:**

- The student demonstrates comprehension of content from written and print resources.

12. ¿Cuál es la moraleja del cuento?
- (A) Hay que vivir en armonía con los demás.
  - (B) Los amigos son nuestro mejor refugio.
  - (C) Hay que mirarse a sí mismo para aprender a valorarse.
  - (D) La belleza interior es esencial para la autoestima.

**Targeted Learning Objective:**

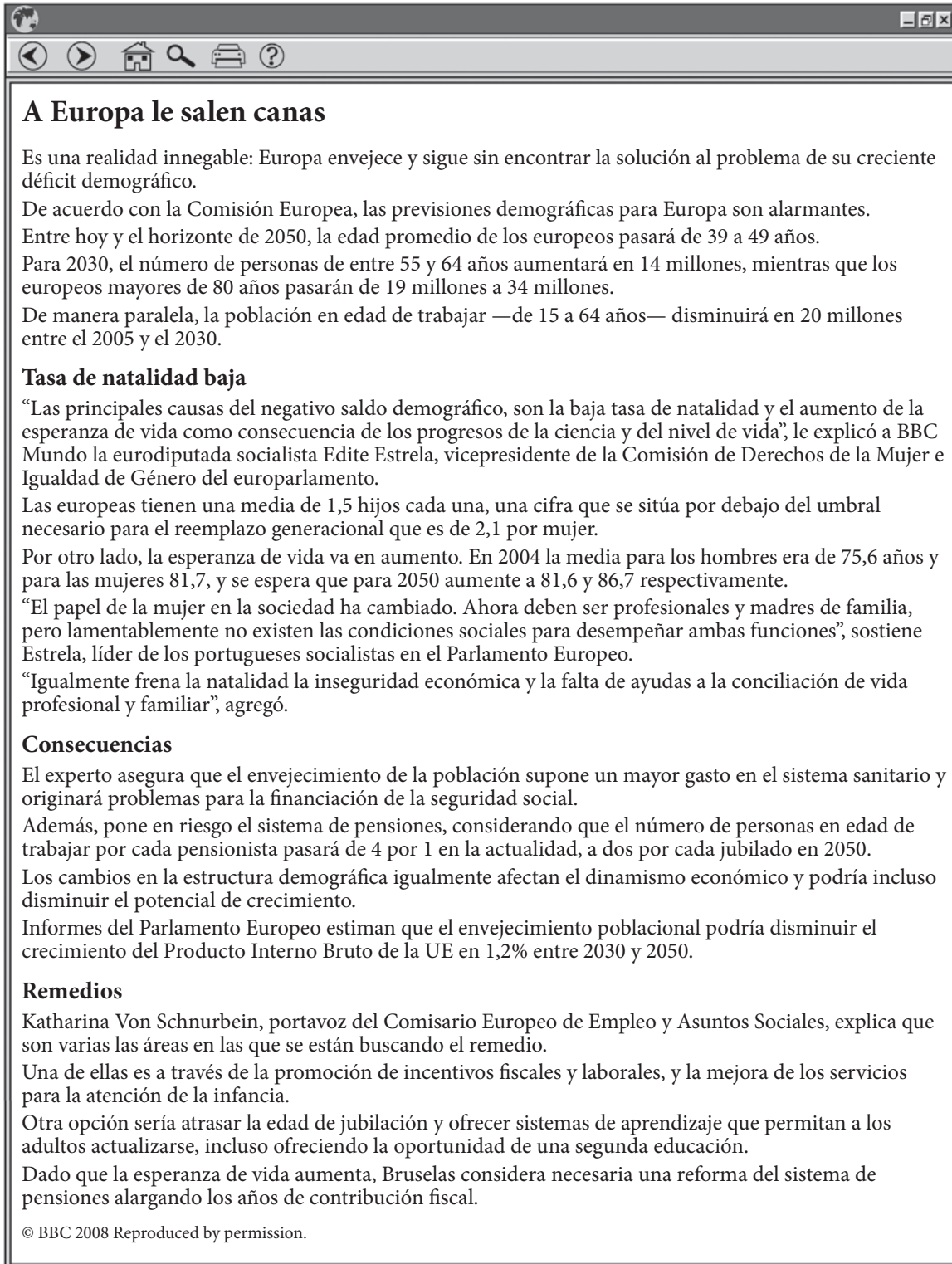
- The student demonstrates critical reading of written and print resources in the target cultural context.

## Tema curricular: Los desafíos mundiales

### Fuente número 1

#### Introducción

Este texto trata del envejecimiento de la población europea. El artículo original fue publicado el 25 de febrero de 2008 en Inglaterra por el periodista Inder Bugarin.



**A Europa le salen canas**

*Línea* Es una realidad innegable: Europa envejece y sigue sin encontrar la solución al problema de su creciente déficit demográfico.

De acuerdo con la Comisión Europea, las previsiones demográficas para Europa son alarmantes. Entre hoy y el horizonte de 2050, la edad promedio de los europeos pasará de 39 a 49 años.

5 Para 2030, el número de personas de entre 55 y 64 años aumentará en 14 millones, mientras que los europeos mayores de 80 años pasarán de 19 millones a 34 millones.

De manera paralela, la población en edad de trabajar —de 15 a 64 años— disminuirá en 20 millones entre el 2005 y el 2030.

**Tasa de natalidad baja**

10 “Las principales causas del negativo saldo demográfico, son la baja tasa de natalidad y el aumento de la esperanza de vida como consecuencia de los progresos de la ciencia y del nivel de vida”, le explicó a BBC Mundo la eurodiputada socialista Edite Estrela, vicepresidente de la Comisión de Derechos de la Mujer e Igualdad de Género del europarlamento.

Las europeas tienen una media de 1,5 hijos cada una, una cifra que se sitúa por debajo del umbral necesario para el reemplazo generacional que es de 2,1 por mujer.

15 Por otro lado, la esperanza de vida va en aumento. En 2004 la media para los hombres era de 75,6 años y para las mujeres 81,7, y se espera que para 2050 aumente a 81,6 y 86,7 respectivamente.

“El papel de la mujer en la sociedad ha cambiado. Ahora deben ser profesionales y madres de familia, pero lamentablemente no existen las condiciones sociales para desempeñar ambas funciones”, sostiene Estrela, líder de los portugueses socialistas en el Parlamento Europeo.

20 “Igualmente frena la natalidad la inseguridad económica y la falta de ayudas a la conciliación de vida profesional y familiar”, agregó.

**Consecuencias**

25 El experto asegura que el envejecimiento de la población supone un mayor gasto en el sistema sanitario y originará problemas para la financiación de la seguridad social.

Además, pone en riesgo el sistema de pensiones, considerando que el número de personas en edad de trabajar por cada pensionista pasará de 4 por 1 en la actualidad, a dos por cada jubilado en 2050.

Los cambios en la estructura demográfica igualmente afectan el dinamismo económico y podría incluso disminuir el potencial de crecimiento.

30 Informes del Parlamento Europeo estiman que el envejecimiento poblacional podría disminuir el crecimiento del Producto Interno Bruto de la UE en 1,2% entre 2030 y 2050.

**Remedios**

Katharina Von Schnurbein, portavoz del Comisario Europeo de Empleo y Asuntos Sociales, explica que son varias las áreas en las que se están buscando el remedio.

35 Una de ellas es a través de la promoción de incentivos fiscales y laborales, y la mejora de los servicios para la atención de la infancia.

Otra opción sería atrasar la edad de jubilación y ofrecer sistemas de aprendizaje que permitan a los adultos actualizarse, incluso ofreciendo la oportunidad de una segunda educación.

40 Dado que la esperanza de vida aumenta, Bruselas considera necesaria una reforma del sistema de pensiones alargando los años de contribución fiscal.

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**Introducción**

Este texto trata de la tasa de natalidad en España. La tabla fue publicada en marzo de 2011 por IndexMundi.com.

**Tasa de natalidad en España durante la última década**

<b>Año</b>	<b>Tasa de natalidad</b>	<b>Cambio Porcentual</b>
2003	10,08	
2004	10,1	0,20%
2005	10,1	0,00%
2006	10,06	-0,40%
2007	9,98	-0,80%
2008	9,87	-1,10%
2009	9,72	-1,52%
2010	10,91	12,24%
2011	10,66	-2,29%

La tasa de natalidad da el número promedio anual de nacimientos durante un año por cada 1000 habitantes, también conocida como tasa bruta de natalidad. La tasa de natalidad suele ser el factor decisivo para determinar la tasa de crecimiento de la población. Depende tanto del nivel de fertilidad y de la estructura por edades de la población.

13. ¿Cuál es el propósito del artículo?
- (A) Analizar distintas soluciones para enfrentar el problema demográfico
  - (B) Resumir la opinión de varios expertos sobre el crecimiento demográfico mundial
  - (C) Presentar la actual situación demográfica de Europa
  - (D) Criticar el trabajo publicado por un científico europeo

**Targeted Learning Objectives:**

- The student understands the purpose of a message and point of view of its author.
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.

14. ¿Qué técnica usa el autor del artículo para comunicarse?
- (A) Incluye opiniones divergentes de varios expertos.
- (B) Cita varias anécdotas de su propia situación.
- (C) Subraya su opinión con refranes populares.
- (D) Apoya la presentación del tema con datos.

**Targeted Learning Objective:**

- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.

15. ¿Cuál de las siguientes afirmaciones resume mejor el artículo?
- (A) La edad promedio de los europeos aumentará en los próximos años.
- (B) Hay muchos nacimientos en el mundo debido al nuevo papel de la mujer.
- (C) El promedio de nacimientos en el mundo continúa disminuyendo.
- (D) En unos años el número de jóvenes sobrepasará al de los ancianos.

**Targeted Learning Objective:**

- The student demonstrates comprehension of content from written and print resources.

16. ¿Qué indica la cifra de “2,1” (línea 15) hijos por mujer en el artículo?
- (A) El número de niños que nacen cada año por familia europea
- (B) El crecimiento en la tasa de fertilidad a nivel mundial
- (C) El promedio necesario para mantener la población europea estable
- (D) El promedio límite impuesto por el Gobierno debido a la inseguridad económica

**Targeted Learning Objective:**

- The student demonstrates knowledge and understanding of content across disciplines.

17. ¿Qué afirma el artículo con relación a la esperanza de vida media para el 2050?
- (A) La media para la mujer superará los 90 años.
  - (B) La media del hombre permanecerá estable hasta entonces.
  - (C) La media de hombres y mujeres se incrementará.
  - (D) La media de hombres y mujeres será de 75,6 y 81,7 respectivamente.

**Targeted Learning Objective:**

- The student demonstrates comprehension of content from written and print resources.

18. Según el artículo, ¿cuál es uno de los factores que contribuyen a los cambios recientes de la natalidad europea?
- (A) El nuevo rol económico de las mujeres
  - (B) La reforma del sistema parlamentario
  - (C) La promoción de incentivos fiscales
  - (D) El aumento de los servicios sociales

**Targeted Learning Objective:**

- The student demonstrates comprehension of content from written and print resources.

19. ¿A qué se refiere la frase “la falta ... y familiar” (líneas 21-22) en el artículo?
- (A) Al incremento de la atención en la familia
  - (B) A la dificultad de equilibrar el trabajo con la maternidad
  - (C) Al cambio frecuente de profesiones
  - (D) A la ausencia de oportunidades de trabajo para las mujeres

**Targeted Learning Objective:**

- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.

20. Según el artículo, ¿por qué quieren cambiar la edad de la jubilación?
- (A) Para que los jóvenes tengan la oportunidad de continuar estudiando
  - (B) Para que la gente pueda gastar más dinero en la economía
  - (C) Para poder recaudar más dinero para el seguro social
  - (D) Para poder pagar más dinero a los jubilados

**Targeted Learning Objective:**

- The student demonstrates comprehension of content from written and print resources.

21. ¿Qué tipo de información presenta la tabla?
- (A) El promedio de los embarazos en España en la última década
  - (B) Los cambios en la tasa de natalidad española con respecto a la europea
  - (C) Los aumentos anuales constantes de la población
  - (D) La variación en la tasa de natalidad a través de los años

**Targeted Learning Objective:**

- The student demonstrates comprehension of content from authentic visual resources.

22. Según la tabla, ¿qué pasó en España en el año 2010?
- (A) La población aumentó un 12,24%.
  - (B) El 10,91% de las familias tuvo hijos.
  - (C) La tasa de natalidad tuvo un cambio positivo.
  - (D) La población se mantuvo relativamente estable.

**Targeted Learning Objective:**

- The student demonstrates comprehension of content from authentic visual resources.

23. Al escribir un informe sobre el mismo tema del artículo y la tabla, quisieras buscar información en una fuente adicional. ¿Cuál de las siguientes publicaciones sería más apropiada?
- (A) *Ecología y desarrollo humano sostenible*
  - (B) *El futuro de la población mundial*
  - (C) *Propuestas para el rediseño del sistema de salud: cuatro temas básicos*
  - (D) *Manual de beneficios del seguro social*

**Targeted Learning Objectives:**

- The student demonstrates comprehension of content from written and print resources.
- The student uses reference tools, acknowledges sources, and cites them appropriately.

## Tema curricular: La vida contemporánea

### Introducción

Este texto trata de las actividades de una organización comunitaria en Buenos Aires. Es una carta de Julio Tejedor, director de actividades de CC San Telmo, dirigida a los vecinos del centro.

	Estimados Señores:
	Me dirijo a ustedes en nombre de CC San Telmo (Centro Comunitario San Telmo) con motivo de informarles sobre las actividades que nuestra organización está realizando y solicitar su cooperación con un proyecto que está al servicio de nuestra comunidad.
Línea	
5	CC San Telmo es una organización sin fines de lucro dedicada a nuestra comunidad y tiene la misión de generar un espacio de participación y estímulo para los niños y jóvenes de la misma. Nuestro programa extra-curricular es uno de los más populares ya que ofrece apoyo a cientos de niños que necesitan ayuda para lograr el éxito académico. A pesar de nuestra actual precaria situación económica, estamos orgullosos de nuestro trabajo y queremos seguir brindando nuestros servicios a la comunidad.
10	En este momento tenemos cursos en diferentes áreas:
	1. <b>El arte universal:</b> Un curso que trata de las bellas artes del mundo, tanto artes plásticas como música en el que los estudiantes tienen la oportunidad de crear su propio arte.
15	2. <b>La fortaleza:</b> Un curso en el cual les enseñamos a los estudiantes a estar en buena forma a través de programas de nutrición y ejercicios.
	3. <b>Nuestro mundo:</b> Un curso destinado a descubrir la historia y las distintas culturas del mundo.
	4. <b>Después de la escuela:</b> Un programa de ayuda individual y en grupos pequeños para los que necesitan practicar o mejorar alguna materia escolar, ya sea a nivel de primaria o secundaria.
20	5. <b>El mundo cambiante:</b> Un programa donde los estudiantes crean sus propios proyectos para mejorar nuestra comunidad. Uno de los proyectos se encargó de la limpieza de los parques locales y de algunos edificios.
	Además, en el futuro nos gustaría poder ofrecer:
	1. <b>Una biblioteca</b> completa con libros de referencia, diccionarios, enciclopedias, literatura, etc.
	2. <b>Excursiones locales</b> a los museos y otros lugares de importancia histórica de manera gratuita.
25	3. <b>Becas</b> para los estudiantes de bajos recursos.
	4. <b>Clases de tecnología</b> con computadoras.
	Con este fin me complace invitarlos a nuestro Mercado Cultural que tendrá lugar el 19 de mayo. Este evento les dará la oportunidad de conocer a nuestros maestros y estudiantes. Habrá un mercado al aire libre con comida, bebidas, juegos, artesanías, música, baile, rifas y mucho más. Todos los vendedores serán voluntarios que han donado su tiempo y sus productos para ayudarnos a recaudar fondos para cubrir los gastos generales y de los programas de CC San Telmo. Esperamos contar con su asistencia a este evento.
30	
	Asimismo, les agradeceríamos donaciones de cualquier monto. Cada contribución nos ayudará a alcanzar nuestra meta y poder dar más becas a los jóvenes de nuestra comunidad. Si ustedes no pueden contribuir con una donación monetaria, también necesitamos ayuda de voluntarios para que este encuentro sea todo un éxito.
35	
	Para más información, comuníquense con nosotros al 4771-3131.
	Atentamente,
	Julio Tejedor
40	CC San Telmo, Director de Actividades
	www.CCSanTelmo.com

24. ¿Cuál es uno de los propósitos de la carta de CC San Telmo?
- (A) Pedir colaboración a la comunidad
  - (B) Reclutar nuevos maestros
  - (C) Respaldar la iniciativa de un colegio
  - (D) Solicitar apoyo del gobierno

**Targeted Learning Objective:**

- The student understands the purpose of a message and point of view of its author.

25. ¿Cuál de las siguientes frases comunica la misma intención que “Me dirijo ... nombre de” (línea 2) como se usa en la carta?
- (A) Me gustaría solicitar el puesto de director de
  - (B) Me comunico como representante de
  - (C) Vuelvo a escribirles como patrocinador de
  - (D) Les pido su colaboración en las actividades de

**Targeted Learning Objective:**

- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.

26. ¿Cuál es la misión del centro CC San Telmo?
- (A) Entrenar a jóvenes para trabajos específicos
  - (B) Recaudar fondos de los miembros de la comunidad
  - (C) Apoyar la calidad de la educación de los jóvenes
  - (D) Ofrecer programas de salud mental a la comunidad

**Targeted Learning Objective:**

- The student demonstrates comprehension of content from written and print resources.

27. ¿Qué obstáculo está enfrentando la institución?
- (A) Bajo número de inscripciones
  - (B) Malas condiciones del edificio
  - (C) Escasez de recursos financieros
  - (D) Falta de profesionales calificados

**Targeted Learning Objective:**

- The student demonstrates comprehension of content from written and print resources.

28. ¿Qué perspectiva cultural representa principalmente la carta?
- (A) Devoción a las tradiciones
  - (B) Importancia de la solidaridad
  - (C) Valor de la ética de trabajo
  - (D) Aprecio por el baile folclórico

**Targeted Learning Objective:**

- The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, and/or political).

29. ¿De qué manera comunica la carta su mensaje sobre el impacto del centro?
- (A) Dando una variedad de ejemplos de sus servicios
  - (B) Contando una historia personal de sus clientes
  - (C) Describiendo la historia del centro cultural
  - (D) Presentando estadísticas sobre el uso del centro

**Targeted Learning Objective:**

- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.

30. Vas a escribir a tu amigo para hablarle de esta carta. ¿Qué frase sería más apropiada?
- (A) Conozco un muy buen lugar para que tu mamá vaya a aprender computación.
  - (B) Me enteré de un buen programa después de la escuela para Javier. ¿Te mando la información?
  - (C) La biblioteca de la ciudad necesita donaciones de libros y yo sé cómo podemos ayudar.
  - (D) Encontré información sobre una clase de tango los miércoles. ¿Te gustaría ir conmigo?

**Targeted Learning Objectives:**

- The student demonstrates comprehension of content from written and print resources.
- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations.

## Interpretive Communication: Print and Audio Texts (combined)

You will listen to several audio selections. The first two audio selections are accompanied by reading selections. When there is a reading selection, you will have a designated amount of time to read it.

For each audio selection, first you will have a designated amount of time to read a preview of the selection as well as to skim the questions that you will be asked. Each selection will be played twice. As you listen to each selection, you may take notes. Your notes will not be scored.

After listening to each selection the first time, you will have 1 minute to begin answering the questions; after listening to each selection the second time, you will have 15 seconds per question to finish answering the questions. For each question, choose the response that is best according to the audio and/or reading selection and mark your answer on your answer sheet.

Vas a escuchar varias grabaciones. Las dos primeras grabaciones van acompañadas de lecturas. Cuando haya una lectura, vas a tener un tiempo determinado para leerla.

Para cada grabación, primero vas a tener un tiempo determinado para leer la introducción y prever las preguntas. Vas a escuchar cada grabación dos veces. Mientras escuchas, puedes tomar apuntes. Tus apuntes no van a ser calificados.

Después de escuchar cada selección por primera vez, vas a tener un minuto para empezar a contestar las preguntas; después de escuchar por segunda vez, vas a tener 15 segundos por pregunta para terminarlas. Para cada pregunta, elige la mejor respuesta según la grabación o el texto e indícala en la hoja de respuestas.

## Selección número 1

## Tema curricular: La ciencia y la tecnología

## Fuente número 1

Primero tienes 4 minutos para leer la fuente número 1.

**Introducción**

Este texto trata del fenómeno del mar fosforescente. El artículo original fue publicado el 14 de octubre de 2005 en España por la periodista Olalla Cernuda.

**El misterio del mar fosforescente**

- Línea* Desde hace siglos, miles de marineros de buena parte del mundo han contado fábulas increíbles sobre unos mares “que brillaban en la oscuridad hasta allí donde llega la vista”.
- 5 Son historias que han pasado de la leyenda a la más pura realidad después de que el fenómeno haya sido fotografiado por primera vez desde un satélite.
- Hasta el capitán Nemo a bordo de su
- 10 *Nautilus* describió perfectamente uno de estos ‘mares brillantes’ en el libro *20.000 leguas de viaje submarino*, escrito por Julio Verne en 1869. “Era un ‘mar de leche’, una balsa de agua que brillaba en la oscuridad”.
- 15 decía. Los científicos todavía no han logrado explicar totalmente el fenómeno, pero un satélite de defensa estadounidense ha conseguido tomar las primeras imágenes de estos misteriosos brillos, lo que
- 20 proporcionará a los científicos material para estudiar durante los próximos años.
- Las imágenes, tomadas en 1995 y publicadas ahora por la revista *Proceedings of the National Academy of Sciences*, muestran un
- 25 área de unos 250 kilómetros de largo y una superficie de 15.400 kilómetros cuadrados del Océano Índico, cerca de las costas de Somalia, que brilla de forma extraordinaria. El fenómeno se produjo durante tres noches consecutivas en el mes de enero, y además de
- 30 desde el aire —con el satélite, a 800 km de altura— fue también visto por un barco británico, el SS Lima, que transitaba la zona.
- 35 Desde que se tomaron las fotografías, científicos de todo el mundo tratan de dar respuesta al enigma. Por el momento, la hipótesis que toma más fuerza es que se trate de florecimientos de bacterias luminíferas, probablemente las *Vibrio harveyi*, que viven
- 40 asociadas a algas. Estas criaturas podrían producir un brillo continuo muy diferente de los *flashes* breves y a intervalos que producen los dinoflagelados, muy comunes en grandes cantidades de agua.
- 45 El equipo de expertos que sostiene esta teoría, liderado por el doctor Steve Miller, del Laboratorio de Investigación Naval de California, asegura que para que el brillo del agua sea visible desde 800 kilómetros
- 50 de altura, la zona debe tener una población extraordinariamente grande de estas bacterias.
- Sin embargo, los científicos no han podido corroborar esta teoría, que por el momento es
- 55 apuntalada por muchos y criticada por otros. El hecho de que, diez años después de tomar las imágenes, los investigadores todavía no hayan logrado dar una respuesta exacta al fenómeno demuestra que las profundidades
- 60 del mar son uno de los lugares del planeta menos estudiados.

Unidad Editorial

## Fuente número 2

Tienes dos minutos para leer la introducción y prever las preguntas.

### Introducción

Esta grabación trata del Primer Simposio de Bioluminiscencia en Vieques. El reportaje fue publicado el 20 de enero de 2011 en Puerto Rico por el programa Sea Grant. Son entrevistadas Lirio Márquez, la coordinadora del simposio, la senadora Norma Burgos, la senadora Marita Santiago y Ruperto Chaparro, el director de Sea Grant. La grabación dura aproximadamente tres minutos.

Used by permission of UPR Sea Grant College Program.

### Script

- (N) *Selección número 1*
- (N) *Primero tienes cuatro minutos para leer la fuente número uno.*
- (4 minutes)
- (N) *Deja de leer. Ahora pasa a la fuente número dos. Tienes dos minutos para leer la introducción y prever las preguntas.*
- (2 minutes)
- (N) *Ahora escucha la fuente número dos.*
- (WA) *Lirio Márquez se encuentra conmigo esta tarde. Ella es la coordinadora del primer Simposio de Bioluminiscencia en Puerto Rico. ¿Cómo surge?, ¿cómo tú entiendes que surgió la idea de presentar este simposio?*
- (WB) *Esta es una idea muy antigua. Esta idea surge de los inicios de Fideicomiso; el Fideicomiso siempre había querido llevar a cabo un simposio sobre la bioluminiscencia en Puerto Rico. Esta actividad cumplió las expectativas y las superó, y te voy a decir por qué. Primero, se dio allí un matrimonio muy bonito, muy efectivo, y yo creo que va a ser muy productivo en el futuro, entre la ciencia, la, las ... ciencias sociales ... las ciencias naturales, las ciencias sociales, con la participación de funcionarios de gobierno tanto electos como nombrados que me parece a mí que va a redundar en la protección de los cuerpos de agua bioluminiscente de Puerto Rico.*
- (WC) *Eh, nosotros tenemos un recurso natural extraordinario en el planeta Tierra que está ubicado precisamente aquí en el corazón de Vieques, de la Isla Nena. Y es la bahía bioluminiscente y tenemos más de una. Así que hemos sido bendecidos en ese sentido y tenemos que protegerlo y conservarlo, no solamente para nosotros sino también para disfrutarlo con otros vecinos. En ese caso en el Senado de Puerto Rico hemos presentado la Resolución eh, Conjunta del Senado 226, de la autoría tanto de la honorable Marita Santiago quien es la senadora que preside la Comisión de Recursos Naturales y Ambiente.*
- (WD) *Como presidenta de la Comisión de Recursos Naturales y Ambientales, estoy preocupada y me ocupa el atender el asunto de la bahía bioluminiscente. He, he, he presentado una medida ante, la Senado de Puerto Rico, eh Resolución Conjunta del Senado 226, que ordena a la Junta de Planificación, a, a Administración de Reglamentos y Permisos, a Recursos Naturales*

*Ambientales, así como también al Municipio de Vieques, para comenzar el proceso de planificación, zonificación, calificación del uso de los terrenos, muy especialmente los que eh, rodean, los que están en el entorno a un nivel superior al nivel del mar, eh y que se pueden ver desde la bahía.*

(MA) *Pues, la Sea Grant tiene un compromiso con todos los recursos y atracciones naturales, marinos y costeros de Puerto Rico. Y con la de Vieques, pues tenemos el mismo compromiso que con los otros pero tenemos una estima especial ya que es la estrella. O sea, tenemos un recurso que es el mejor en el mundo y yo creo que lo tenemos que elevar a ese nivel. Tenemos que protegerlo para poder seguir garantizando los beneficios económicos y las oportunidades recreativas que ofrece. Y, nada, eh, Sea Grant va a seguir trabajando a favor de todos los recursos marinos y costeros.*

(N) *Ahora tienes un minuto para empezar a responder a las preguntas para esta selección. Después de un minuto, vas a escuchar la grabación de nuevo.*

(1 minute)

(N) *Ahora termina de responder a las preguntas para esta selección.*

(2 minutes and 30 seconds)

31. ¿Cuál es el propósito del artículo?

- (A) Resolver el misterio de la leyenda del brillo del mar
- (B) Presentar una teoría sobre la causa del mar fosforescente
- (C) Explicar el comportamiento de algunos microorganismos marinos
- (D) Hacer una reseña sobre la flora submarina del mar fosforescente

**Targeted Learning Objectives:**

- The student understands the purpose of a message and point of view of its author.
- The student demonstrates critical reading of written and print resources in the target cultural context.

32. En el artículo, ¿cuál es el significado de la frase “que brillaban ... la vista” (líneas 3-4)?

- (A) Que la superficie iluminada era extensa
- (B) Que el brillo de los mares era dañino para la vista
- (C) Que los mares un día dejarían de brillar
- (D) Que la superficie brillaba de manera intermitente

**Targeted Learning Objective:**

- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.

33. ¿Con qué propósito se menciona el texto de Julio Verne en el artículo?
- (A) Para presentar la extensión geográfica del fenómeno
  - (B) Para resaltar la antigüedad del fenómeno
  - (C) Para exponer otra hipótesis sobre fenómenos similares
  - (D) Para añadir más ejemplos de otros fenómenos

**Targeted Learning Objective:**

- The student demonstrates critical reading of written and print resources in the target cultural context.

34. Según el artículo, ¿qué condiciones deben darse en el mar para que el brillo se pueda ver desde lejos?
- (A) El agua debe estar muy fría.
  - (B) El agua debe ser cristalina.
  - (C) El agua debe tener pocas algas.
  - (D) El agua debe contener muchas bacterias.

**Targeted Learning Objective:**

- The student demonstrates knowledge and understanding of content across disciplines.

35. Según la fuente auditiva, ¿cuál de las siguientes afirmaciones sobre la bahía en la isla de Vieques representa mejor la actitud de los participantes del simposio?
- (A) Está creando problemas a nivel local.
  - (B) Es valiosa, pero la contaminación tiene prioridad.
  - (C) Es importante, por eso hay que educar a la gente.
  - (D) Es la única atracción natural marina de Puerto Rico.

**Targeted Learning Objective:**

- The student demonstrates critical listening of audio resources in the target cultural context.

36. En la fuente auditiva, ¿por qué afirma la coordinadora, Lirio Márquez, que el simposio superó las expectativas?
- (A) Porque el evento recibió mucha publicidad a nivel internacional
- (B) Porque los organizadores del simposio obtuvieron el apoyo económico de otras naciones
- (C) Porque los vecinos de Vieques ayudaron en la organización del simposio
- (D) Porque se realizó trabajo en equipo entre científicos y empleados gubernamentales

**Targeted Learning Objectives:**

- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
- The student demonstrates critical listening of audio resources in the target cultural context.

37. Según la fuente auditiva, ¿cuál es el objetivo de la medida presentada por la senadora Marita Santiago ante el Senado de Puerto Rico?
- (A) Reforestar la zona cercana a la bahía
- (B) Crear un observatorio en los terrenos más altos
- (C) Planificar los usos de los terrenos cercanos al mar
- (D) Obtener más fondos para estudiar el fenómeno

**Targeted Learning Objective:**

- The student demonstrates knowledge and understanding of content across disciplines.

38. En la fuente auditiva, ¿por qué se refiere el director, Ruperto Chaparro, a la bahía en la isla de Vieques como “la estrella”?
- (A) Porque su brillo puede ser visto desde grandes distancias
- (B) Porque se ilumina más cuando salen las estrellas
- (C) Porque es única entre los recursos naturales
- (D) Porque tiene la forma de un astro

**Targeted Learning Objectives:**

- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
- The student demonstrates critical listening of audio resources in the target cultural context.

39. ¿Qué tienen en común las dos fuentes?
- (A) La referencia a fotos aéreas del fenómeno científico
  - (B) La mención de los beneficios económicos del fenómeno
  - (C) La inclusión de una conexión con otras disciplinas académicas
  - (D) La cita de recursos legales para la protección

**Targeted Learning Objectives:**

- The student demonstrates comprehension of content from authentic audio resources.
- The student demonstrates comprehension of content from written and print resources.

40. ¿Qué se puede afirmar sobre la fuente escrita y la fuente auditiva?
- (A) La fuente escrita expone las conclusiones generales del simposio mencionado en la fuente auditiva.
  - (B) La fuente auditiva explica el enigma presentado en la fuente escrita.
  - (C) La fuente auditiva refuta las hipótesis presentadas en la fuente escrita.
  - (D) La fuente escrita presenta dudas sobre el origen de un fenómeno y la fuente auditiva no lo hace.

**Targeted Learning Objectives:**

- The student demonstrates comprehension of content from authentic audio resources.
- The student demonstrates comprehension of content from written and print resources.
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.
- The student demonstrates critical reading of written and print resources in the target cultural context.

## Selección número 2

### Tema curricular: Las familias y las comunidades

#### Fuente número 1

Primero tienes un minuto para leer la fuente número 1.

#### *Introducción*

Este texto trata de las razones por las cuales los estudiantes dejan de estudiar. La tabla fue publicada el 22 de enero de 2006 en México por el Instituto Nacional de la Juventud.

#### Motivos de abandono escolar por rango de edad

Motivo de abandono	Rango de edad			
	12-14	15-19	20-24	25-29
Necesidad económica	10.3	40.2	43.5	44.7
Indiferencia ante los estudios	57.5	38.2	29.4	23.2
Finalización de los estudios	20.4	10.4	14.1	22.0
Obligaciones familiares	0.2	9.9	11.2	10.2
Decisión hecha por los padres	27.1	8.0	14.4	11.1
Lejanía de los centros educativos	2.4	6.0	3.7	2.9
Falta de centros educativos	1.3	3.9	5.3	1.8
Otros	1.0	3.8	1.8	1.4
Cambio de domicilio	5.1	2.2	2.9	1.2
Enfermedad	0.4	1.3	0.8	0.8

Los datos están expresados en porcentajes.

Fuente: Encuesta Nacional de Juventud 2005, México: Instituto Nacional de la Juventud, 2006.

## Fuente número 2

Tienes un minuto para leer la introducción y prever las preguntas.

### Introducción

Esta grabación trata del abandono de los estudios. Es una conversación entre dos vecinos, Tomás y Francisca, que viven en Puerto Montt, Chile. La grabación dura aproximadamente tres minutos.

### Script

(N) Selección número 2

(1 minute)

(N) *Deja de leer. Ahora pasa a la fuente número dos. Tienes un minuto para leer la introducción y prever las preguntas.*

(1 minute)

(N) *Ahora escucha la fuente número dos.*

(MA) *Hola, Francisca, ¿qué tal?*

(WA) *Hola, Tomás, todo bien, ¿y tú?*

(MA) *Regular.*

(WA) *Oye, tengo una pregunta para ti ...*

(MA) *Sí, dime ...*

(WA) *Eh ... me gradué el próximo año y voy a ir a la Universidad de Chile en Santiago ... Estudiaste allá, ¿no?*

(MA) *Sí.*

(WA) *Bueno, como queda muy lejos tendré que mudarme, ¿tienes idea de cuánto me costará?*

(MA) *No estoy seguro ... recuerdo que a nosotros nos cobraban como 730 pesos al mes pero eso lo dividía con mis dos compañeros de la universidad ... La verdad es que hace mucho que no vivo en Santiago. Fui para estudiar pero como sabes, tuve que dejar los estudios.*

(WA) *No, no sabía ... pero, ¿por qué? ¡Eras tan buen estudiante!*

(MA) *Sí, estoy muy triste. Soñé con ser farmacéutico pero mi mamá se enfermó y tuve que regresar a casa para ayudar a mis padres.*

(WA) *¡Qué lástima!*

(MA) *Sí ... pero como siempre dice mi papá ... a mal tiempo, buena cara ...*

(WA) *¿Y ahora? ¿Cómo está tu mamá? ¿Ha mejorado la situación?*

(MA) *Sí, está mucho mejor por suerte. Está bien ahora aunque hubo momentos difíciles.*

(WA) *Bueno, pero felizmente ya se recuperó.*

(MA) *¡Sí, es verdad!*

- (WA) *¿Y tienes planes para regresar a la universidad?*
- (MA) *Sí, pero espero ir a una mucho más cerca. Pero eso será en un año o dos; tengo que trabajar por ahora ... y tú, ¿qué vas a estudiar?*
- (WA) *Derecho ... Quiero dedicarme al derecho penal.*
- (MA) *¡Qué bien! ¿Y por qué te vas a Santiago?*
- (WA) *Porque no hay universidades cerca con mi especialización aquí en Puerto Montt.*
- (MA) *Bueno, debes haber salido muy bien en el examen para poder asistir a esa universidad. Mi amigo Manuel me comentó que había muy pocas vacantes. Aún menos que lo normal.*
- (WA) *Sí, mi familia está muy orgullosa de mí. Seré la primera que asiste a la universidad.*
- (MA) *¡Fantástico! ¡Felicitaciones!*
- (WA) *¡Mil gracias!*
- (MA) *No hay de qué ... ¿Y tu hermano menor ... también asistirá?*
- (WA) *Supongo que sí ... todavía le faltan dos años más en la secundaria pero es muy estudioso e inteligente. Así que si quiere estudiar, seguramente una de las universidades le ofrecerá una vacante ...*
- (MA) *¡Muy bien! Mi hermano no quiso, pues no le gusta estudiar. Y ahora está trabajando mucho ... además la familia no la podía pagar, yo pude ir porque tuve buenas calificaciones en el examen de admisión ... si no fuera por eso, dudo que yo hubiera podido asistir ...*
- (N) *Ahora tienes un minuto para empezar a responder a las preguntas para esta selección. Después de un minuto, vas a escuchar la grabación de nuevo.*
- (1 minute)
- (N) *Ahora escucha de nuevo.*
- Repeat
- (N) *Ahora termina de responder a las preguntas para esta selección.*
- (1 minute and 45 seconds)

41. Según la tabla, ¿cuál es la razón más común de abandono escolar entre los niños de 12-14 años en México?
- (A) Por problemas de salud
  - (B) Por falta de recursos
  - (C) Por falta de interés
  - (D) Por decisión paterna

**Targeted Learning Objectives:**

- The student demonstrates comprehension of content from authentic visual resources.
- The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, and/or political).

42. Según la tabla, el 6.0 por ciento de los estudiantes entre los 15-19 años abandonan la escuela porque
- (A) tienen que cuidar a la familia
  - (B) se les obliga a trabajar
  - (C) tienen que viajar largas distancias
  - (D) se mudan de casa

**Targeted Learning Objective:**

- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.

43. Según la tabla, ¿qué ayudaría más a los estudiantes de 25-29 años a poder seguir con sus estudios?
- (A) Transporte escolar adecuado
  - (B) Centros educativos adicionales
  - (C) Asistencia financiera generosa
  - (D) Acceso universal a clínicas

**Targeted Learning Objective:**

- The student demonstrates critical viewing of visual resources in the target cultural context.

44. ¿Qué tienen en común los dos amigos en la conversación?
- (A) Nacieron en Santiago.
  - (B) Salieron bien en los exámenes.
  - (C) Quieren ser farmacéuticos.
  - (D) Desean ser abogados.

**Targeted Learning Objective:**

- The student demonstrates critical listening of audio resources in the target cultural context.

45. En la conversación, ¿a qué se refiere Tomás cuando usa el refrán “a mal tiempo, buena cara”?
- (A) Al costo de la vivienda que tuvo que compartir
  - (B) A su actitud positiva cuando se enfermó su madre
  - (C) A su posición con respecto a los estudios de su hermano
  - (D) A las dificultades climáticas de la región

**Targeted Learning Objective:**

- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.

46. De acuerdo a la conversación, ¿qué se puede deducir del sistema universitario en Chile?
- (A) Todos pueden ingresar al pagar la matrícula de la universidad escogida.
  - (B) El ingreso es libre, gratuito y abierto a cualquier estudiante que desee estudiar.
  - (C) El proceso de ingreso tiene en cuenta las calificaciones de los exámenes.
  - (D) Sólo pueden ingresar a la universidad estatal los residentes de Santiago.

**Targeted Learning Objective:**

- The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, and/or political).

47. ¿Cuál de las siguientes preguntas sería la más apropiada para que Francisca continuara con la conversación?
- (A) ¿Así que ya te graduaste de la universidad?
  - (B) ¿Así que te dieron una beca parcial?
  - (C) ¿Y cómo es el sistema educativo en México?
  - (D) ¿Y cómo está la situación económica global en estos momentos?

**Targeted Learning Objective:**

- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.

## Interpretive Communication: Audio Texts

### Selección número 3

#### Tema curricular: Los desafíos mundiales

#### Introducción

Primero tienes un minuto para leer la introducción y prever las preguntas.

Esta grabación trata de la existencia de tesoros submarinos. La entrevista original titulada “El tesoro submarino” fue publicada el 8 de abril de 2011 en Estados Unidos por Radio Naciones Unidas. Laura Kwiatkowski habla con Tatiana Villegas, una especialista de la Oficina Regional de Cultura de la UNESCO para América Latina y el Caribe. La grabación dura aproximadamente tres minutos.

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#### Script

- (N) *Selección número 3*
- (N) *Primero tienes un minuto para leer la introducción y prever las preguntas.*  
(1 minute)
- (N) *Ahora escucha la selección.*
- (WA) *Tatiana Villegas es especialista de la Oficina Regional de Cultura de la UNESCO para América Latina y el Caribe en La Habana.*
- (WB) *Patrimonio cultural sumergido, según la Convención de la UNESCO para la protección de ese patrimonio, lo define como todo rastro de existencia humana que tenga carácter cultural, histórico o arqueológico, que haya estado bajo el agua parcial o totalmente o de forma periódica por lo menos durante 100 años.*
- (WA) *¿En América Latina hay mucho de esto?*
- (WB) *Bueno, en realidad muchísimo porque las aguas de América Latina y del Caribe tanto marítimas como fluviales y lacustres guardan importantes y numerosos vestigios, eh ... tanto del pasado lejano como reciente. Los mares del Caribe siempre han sido el escenario de innumerables naufragios como resultados de batallas navales o de desastres naturales como los huracanes y los terremotos.*
- (WA) *Es apasionante realmente ...*
- (WB) *Exactamente, y ... y en el mar, por unas condiciones particulares de estar sumergidos bajo el sedimento además del agua, los vestigios que ... orgánicos en particular como la madera, los textiles se mantienen muchísimo más que en tierra, entonces en el mar hay un potencial de información que no tenemos en tierra firme.*
- (WA) *Tatiana, ¿a quién pertenece el patrimonio hundido? ¿A quién pertenece? ¿a las personas que los redescubren? ¿a los países costeros? ¿a quién?*
- (WB) *Bueno, en realidad la Convención de la UNESCO, eh ... contiene disposiciones con respecto a un sistema de cooperación en ese sentido. El patrimonio pertenece a la humanidad y los países que ratifican la*

*Convención de la UNESCO, pues, eh ... se comprometen para hacer todos los esfuerzos posibles para que este patrimonio sea protegido para el beneficio de la humanidad ... La Convención misma no reglamenta la propiedad del patrimonio ni tampoco modifica la jurisdicción de los estados ni sus derechos soberanos.*

- (WA) *¿Qué sucede cuando un grupo privado decide rescatar, por ejemplo, un barco hundido, o los objetos que hay dentro de un barco hundido? ¿Puede hacerlo y quedarse con eso?*
- (WB) *No, no, no, de ningún modo porque la Convención de la UNESCO prohíbe total y rotundamente la explotación comercial del patrimonio cultural subacuático.*
- (WA) *¿Cuántos países en América Latina han ratificado la Convención?*
- (WB) *La Convención entró en vigor en enero del 2009. Actualmente cuenta con 36 países en todo el mundo, de los cuales catorce son de América Latina.*
- (WA) *Quien nos hablaba era Tatiana Villegas, especialista de la Oficina Regional de Cultura de la UNESCO para América Latina y el Caribe. Laura Kwiatkowski, Naciones Unidas, Nueva York.*
- (N) *Ahora tienes un minuto para empezar a responder a las preguntas para esta selección. Después de un minuto, vas a escuchar la grabación de nuevo.*
- (1 minute)
- (N) *Ahora escucha de nuevo.*
- Repeat
- (N) *Ahora termina de responder a las preguntas para esta selección.*
- (1 minute and 15 seconds)

48. *¿Cuál es el propósito de la entrevista?*

- (A) Revelar dónde se encuentran los tesoros submarinos más valiosos
- (B) Informar sobre un reciente descubrimiento subacuático
- (C) Resaltar la importancia de artefactos culturales submarinos
- (D) Destacar la diversidad de la flora subacuática de América Latina

**Targeted Learning Objectives:**

- The student understands the purpose of a message and point of view of its author.
- The student demonstrates critical listening of audio resources in the target cultural context.

49. Según la definición de la UNESCO, ¿qué se considera patrimonio cultural subacuático?
- (A) Los objetos de arte y monedas localizados bajo el agua que hayan sido descubiertos desde el 2009
  - (B) Todo objeto excavado por la UNESCO que haya permanecido bajo el agua
  - (C) Los objetos encontrados bajo el agua que superen su valor en el mercado internacional
  - (D) Todo objeto de carácter cultural o histórico que haya estado bajo el agua por lo menos cien años

**Targeted Learning Objective:**

- The student demonstrates comprehension of content from authentic audio resources.

50. Según la entrevista, ¿cuál es la ventaja de los tesoros sumergidos bajo el mar?
- (A) Se mantienen mejor que en la superficie terrestre.
  - (B) Son los únicos que nos permiten reconstruir el pasado.
  - (C) Su valor comercial o de intercambio es muy alto.
  - (D) Son objetos diferentes a los que se encuentran en la tierra.

**Targeted Learning Objective:**

- The student demonstrates critical listening of audio resources in the target cultural context.

51. Según la entrevista, ¿a quién pertenecen los tesoros rescatados?
- (A) Al país costero más cercano al hallazgo
  - (B) A toda la humanidad
  - (C) A la institución que subsidie su rescate
  - (D) A la persona que los descubra

**Targeted Learning Objective:**

- The student demonstrates comprehension of content from authentic audio resources.

52. ¿Qué pregunta sería más apropiada para formular a Tatiana Villegas al final de la entrevista?
- (A) ¿Por qué no hay tantos hallazgos en las aguas de América Latina?
- (B) ¿Por qué los restos orgánicos se conservan mejor en tierra?
- (C) ¿Qué ocurriría si existieran regulaciones que controlaran este sector?
- (D) ¿Qué sucedería si el país que encuentra el tesoro no perteneciera a la Convención?

**Targeted Learning Objectives:**

- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- The student demonstrates comprehension of content from authentic audio resources.
- The student demonstrates critical listening of audio resources in the target cultural context.

## Selección número 4

### Tema curricular: La ciencia y la tecnología

#### Introducción

Primero tienes un minuto para leer la introducción y prever las preguntas.

Esta grabación trata sobre el correo electrónico. El informe original fue publicado el 10 de noviembre de 2009 en España por Protocolo.org. La grabación dura aproximadamente tres minutos.

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#### Script

(N) *Selección número 4*

(N) *Primero tienes un minuto para leer la introducción y prever las preguntas.*

(1 minute)

(N) *Ahora escucha la selección.*

(WA) *Etiqueta en el correo electrónico.*

*Cuando escribe un correo electrónico debe fijarse en algunos aspectos importantes para que la comunicación sea lo más eficaz y eficiente posible. En muchas ocasiones se descuidan detalles importantes, que hacen que el correo no cumpla los objetivos marcados, o no sea el correo que debería haber enviado. Un correo no deja de ser una carta, similar a cualquier otra, en la que solo cambia el medio por el que se envía. No hay que darle menos importancia, ni tampoco más, sino la misma que a cualquier otro comunicado.*

*Algunos de los puntos importantes a tener en cuenta a la hora de enviar un correo electrónico son:*

*Asegurarse bien de la dirección a la que desea enviar el correo. Hay tantos dominios registrados que el cambio de una sola letra puede hacer que el mensaje llegue a la persona equivocada. O bien que el mensaje llegue a la empresa pero al departamento o persona equivocada.*

*Envíe solo lo que quiere comunicar o lo que le han pedido. No debe aprovecharse la gratuidad del sistema de envío para mandar documentos o archivos adjuntos innecesarios, generando más tráfico en la Red y haciendo perder el tiempo a la persona que recibe el correo.*

*No se olvide rellenar el asunto del mensaje. Eso le da una idea clara y resumida del contenido del correo al destinatario.*

*Escriba un saludo, un cuerpo y una despedida, como haría en una carta tradicional. No tiene por qué utilizar fórmulas distintas para este tipo de mensajes. Ni más ceremoniosas ni más familiares, salvo que escriba a un amigo íntimo o persona allegada, y utilice algún tipo de redacción más cercana.*

*No utilice las direcciones de correo electrónico de otras personas para enviar correo o archivos no solicitados. La privacidad del correo debe ser respetada. Tampoco ceda o dé las direcciones de correos a otras personas, salvo que el propio interesado lo autorice.*

*Redacte de forma clara, correcta (sin faltas de ortografía) y no escriba todo el texto en letras mayúsculas. Tampoco debe utilizar diversos tipos de fuentes en la misma carta, muchos colores y dibujitos.*

*Si envía un correo a varias personas, utilice el campo de la copia ciega para evitar que los demás destinatarios del mensaje conozcan las direcciones de las otras personas.*

*Firme. No envíe mensajes de forma anónima o incompletos. Debe indicar al menos su nombre al pie del texto. Si quiere, puede incorporar algún otro dato adicional como su dirección, su teléfono, su página web, etc.*

*Si ha mantenido algún otro mensaje con el destinatario del mismo, puede dejar el texto anterior debajo del que usted escriba para recordar detalles o puntos importantes o de interés.*

- (N) *Ahora tienes un minuto para empezar a responder a las preguntas para esta selección. Después de un minuto, vas a escuchar la grabación de nuevo.*

(1 minute)

- (N) *Ahora escucha de nuevo.*

Repeat

- (N) *Ahora termina de responder a las preguntas para esta selección.*

(1 minute and 15 seconds)

53. ¿Cuál es el propósito del informe?

- (A) Presentar datos útiles para la elaboración de correos promocionales
- (B) Presentar maneras de enviar documentos electrónicos como anexo
- (C) Dar consejos para redactar correos electrónicos más eficaces y eficientes
- (D) Dar consejos para nombrar más apropiadamente los correos electrónicos

**Targeted Learning Objective:**

- The student understands the purpose of a message and point of view of its author.

54. Según la presentadora, ¿por qué es importante mandar solamente los documentos necesarios?
- (A) Para evitar perder documentación importante
  - (B) Para generar menos tráfico en la Red
  - (C) Porque la Red no es un medio muy seguro
  - (D) Porque los archivos pueden tener un virus informático

**Targeted Learning Objective:**

- The student demonstrates comprehension of content from authentic audio resources.

55. ¿Qué sugiere la presentadora con respecto a la redacción de correos electrónicos?
- (A) Es importante variar el tipo de letra.
  - (B) Es importante transmitir las emociones.
  - (C) Debemos ser claros y correctos.
  - (D) Debemos ser ceremoniosos y concisos.

**Targeted Learning Objective:**

- The student demonstrates comprehension of content from authentic audio resources.

56. ¿Con cuál de las siguientes afirmaciones estaría de acuerdo la presentadora?
- (A) Los correos electrónicos exigen mucha más atención a ciertos detalles que una carta.
  - (B) Hay que limitarse al tema tratado para que la comunicación sea más eficaz.
  - (C) Hay que evitar incluir el texto anterior debajo de nuestra respuesta.
  - (D) Las cartas tradicionales comunican mejor las ideas que un correo electrónico.

**Targeted Learning Objective:**

- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio resources.

57. ¿Cuál de las siguientes técnicas emplea la presentadora para comunicar su mensaje?
- (A) Utiliza muchas cifras para apoyar su argumento.
  - (B) Desarrolla solamente un par de puntos detenidamente.
  - (C) Incluye la opinión de algunos expertos.
  - (D) Presenta los puntos importantes en una lista.

**Targeted Learning Objective:**

- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio resources.

## Selección número 5

### Tema curricular: La vida contemporánea

#### Introducción

Primero tienes un minuto para leer la introducción y prever las preguntas.

Esta grabación trata de la ciudad de Lima. La presentación original fue publicada en Perú por PromPerú. En la presentación participan un narrador y dos residentes limeños, don Armando y Pedro. La grabación dura aproximadamente tres minutos.

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#### Script

- (N) *Selección número 5*
- (N) *Primero tienes un minuto para leer la introducción y prever las preguntas.*  
(1 minute)
- (N) *Ahora escucha la selección.*
- (MA) *Lima, ciudad de experiencias. Fundada como la Ciudad de los Reyes. En plena costa peruana, está más viva que nunca.*
- (MB) *Yo creo que se trata de un lugar privilegiado donde nuestra cultura nace de toda una mezcla de otras culturas.*
- (MA) *Don Armando trabaja desde hace 50 años en la Plaza Mayor de Lima, en el corazón de la ciudad. Ahí se encuentran la Catedral de Lima con su impresionante arquitectura, el Palacio Arzobispal y el Palacio de Gobierno donde se lleva a cabo todos los días el tradicional cambio de guardia de los Húsares de Junín. No importa hacia donde camine, siempre hay algo interesante que conocer, como, por ejemplo, sus diversas plazas y monumentos históricos, sus iglesias como San Francisco y las famosas catacumbas.*
- Pasar de un distrito turístico a uno comercial es cuestión de minutos. Y es que Lima es un lugar propicio para las inversiones, brindando la infraestructura y oportunidades necesarias para su total comodidad. En Lima siempre hay algo que hacer. Hay muchas alternativas y para todos los gustos.*
- (MC) *Yo creo que unos de los principales encantos de Lima, definitivamente, es la comida.*
- (MA) *Lima, considerada la capital gastronómica de América, tiene una variada oferta culinaria. Y Pedro lo sabe muy bien. Y es que la cocina de Lima representa un crisol de gustos y sabores capaces de satisfacer al paladar más exigente con succulentos platillos que hoy en día dan la vuelta al mundo.*
- (MC) *Si a las personas se les conquista por el estómago, entonces es fácil enamorarse de Lima.*
- (MA) *Definitivamente. Lima no es un simple destino turístico. Es un lugar en el que conviven pasado, presente y futuro a través de sus diferentes manifestaciones culturales y sociales. Y es que uno no pasa por Lima, uno se queda con Lima en el corazón.*
- Déjese atrapar por el encanto de Lima, una verdadera ciudad de experiencias.*

(N) *Ahora tienes un minuto para empezar a responder a las preguntas para esta selección. Después de un minuto, vas a escuchar la grabación de nuevo.*

(1 minute)

(N) *Ahora escucha de nuevo.*

Repeat

(N) *Ahora termina de responder a las preguntas para esta selección.*

(2 minutes)

58. ¿Cuál es el propósito de la presentación?
- (A) Dar un panorama de la arquitectura de Lima
- (B) Incentivar el turismo a la ciudad de Lima
- (C) Describir la gastronomía latinoamericana
- (D) Promover las artesanías latinoamericanas

**Targeted Learning Objective:**

- The student understands the purpose of a message and point of view of its author.

59. ¿Qué revela el narrador sobre la Plaza Mayor de Lima?
- (A) Que contiene un mercado al aire libre
- (B) Que tiene una reconocida escuela culinaria
- (C) Que atrae a nuevos comerciantes a la zona
- (D) Que refleja la historia religiosa y civil de la ciudad

**Targeted Learning Objectives:**

- The student demonstrates comprehension of content from authentic audio resources.
- The student demonstrates knowledge and understanding of content across disciplines.

60. Según la presentación, ¿qué son los Húsares de Junín?
- (A) Los sacerdotes del Palacio Arzobispal
- (B) Los restos en las catacumbas limeñas
- (C) Los guardianes del Palacio de Gobierno
- (D) Los platillos preferidos de don Armando

**Targeted Learning Objective:**

- The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, and/or political).

61. Según la presentación, ¿qué se puede afirmar acerca del distrito comercial de Lima?
- (A) Que está siendo renovado por el Gobierno
  - (B) Que es muy conveniente para las empresas
  - (C) Que está alejado del área turística
  - (D) Que es muy antiguo

**Targeted Learning Objective:**

- The student demonstrates critical listening of audio resources in the target cultural context.

62. ¿A qué se refiere el narrador cuando habla de “un crisol de gustos y sabores”?
- (A) Al mantenimiento de las costumbres urbanas
  - (B) A la fusión de diversas influencias culinarias
  - (C) Al origen de la danza peruana en la cultura incaica
  - (D) Al utensilio más típico de la cocina peruana

**Targeted Learning Objective:**

- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.

63. Al final de la presentación, ¿qué indica el narrador sobre una visita a Lima?
- (A) Que eleva la conciencia política
  - (B) Que es una pasión que perdura
  - (C) Que produce cansancio debido a las caminatas
  - (D) Que motiva una inversión en los recursos culturales

**Targeted Learning Objective:**

- The student demonstrates critical listening of audio resources in the target cultural context.

64. Vas a dar una presentación que resume lo que escuchaste. ¿Cuál de los siguientes es el mejor título para tu presentación?
- (A) “La herencia colonial de Lima”
  - (B) “Lima y su clima subtropical”
  - (C) “Ciudad de Lima: pasado, presente y futuro”
  - (D) “La vida nocturna de Lima en su esplendor”

**Targeted Learning Objective:**

- The student expounds on familiar topics and those requiring research.

65. En una presentación quieres citar información adicional para apoyar el aspecto cultural destacado por Pedro en la presentación. ¿Cuál de los siguientes libros sería apropiado citar?
- (A) *Historia de la conquista del Perú y de Pizarro*
  - (B) *Despertar Andino. Una guía inca al Perú místico*
  - (C) *Arquitectura de Lima en la segunda mitad del siglo XVII*
  - (D) *El arte de la cocina peruana*

**Targeted Learning Objective:**

- The student uses reference tools, acknowledges sources, and cites them appropriately.

**Answers to Multiple-Choice Questions**

1 – D	14 – D	27 – C	40 – D	53 – C
2 – B	15 – A	28 – B	41 – C	54 – B
3 – D	16 – C	29 – A	42 – C	55 – C
4 – D	17 – C	30 – B	43 – C	56 – B
5 – A	18 – A	31 – B	44 – B	57 – D
6 – A	19 – B	32 – A	45 – B	58 – B
7 – A	20 – C	33 – B	46 – C	59 – D
8 – C	21 – D	34 – D	47 – B	60 – C
9 – B	22 – C	35 – C	48 – C	61 – B
10 – D	23 – B	36 – D	49 – D	62 – B
11 – D	24 – A	37 – C	50 – A	63 – B
12 – C	25 – B	38 – C	51 – B	64 – C
13 – C	26 – C	39 – C	52 – D	65 – D

## Sample Free-Response Questions with Targeted Learning Objectives

### Interpersonal Writing: Email Reply

You will write a reply to an email message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

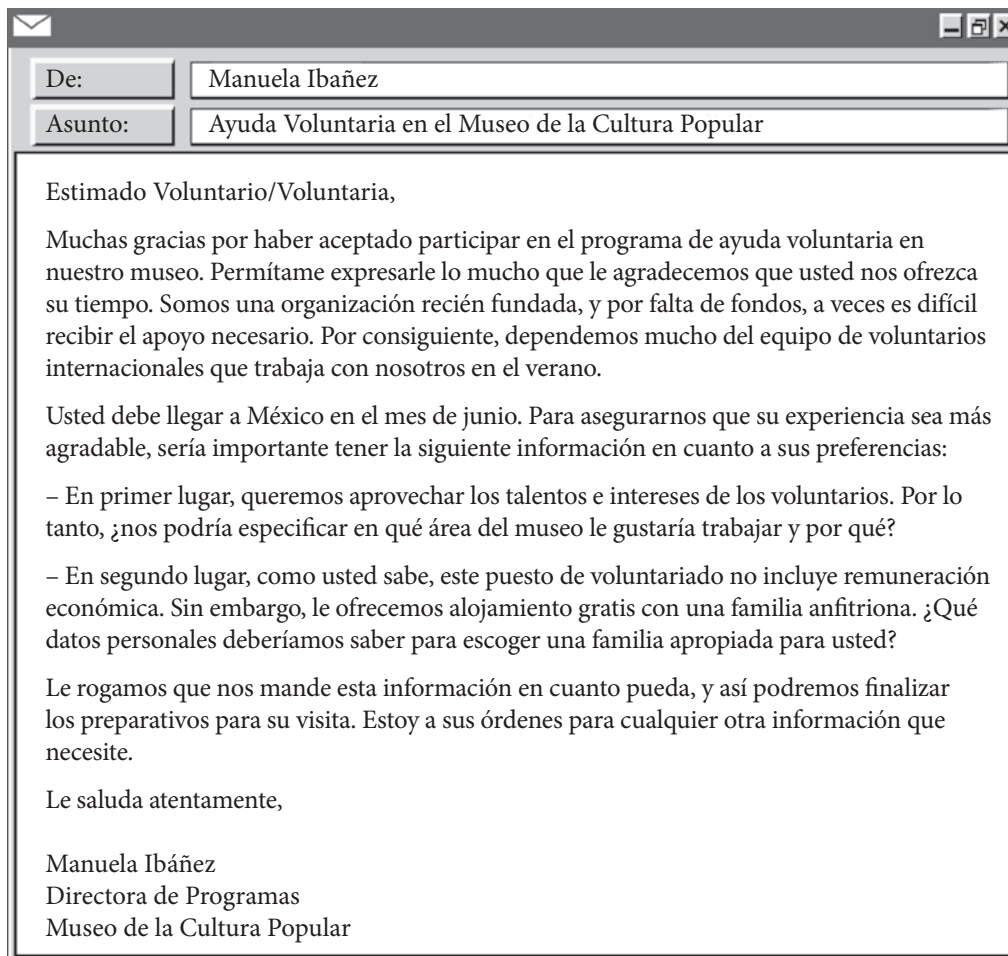
Vas a escribir una respuesta a un mensaje electrónico. Vas a tener 15 minutos para leer el mensaje y escribir tu respuesta.

Tu respuesta debe incluir un saludo y una despedida, y debe responder a todas las preguntas y peticiones del mensaje. En tu respuesta, debes pedir más información sobre algo mencionado en el mensaje. También debes responder de una manera formal.

## Tema curricular: La vida contemporánea

### Introducción

Este mensaje electrónico es de la señora Manuela Ibáñez, la directora de programas del Museo de la Cultura Popular en México. Has recibido este mensaje porque has aceptado participar en este programa como voluntario/voluntaria.



#### Targeted Learning Objectives:

- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- The student writes formal correspondence in a variety of media using appropriate formats and conventions.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student initiates and sustains interaction during written interpersonal communication in a variety of media.
- The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.

## Presentational Writing: Persuasive Essay

You will write a persuasive essay to submit to a Spanish writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay.

In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

Vas a escribir un ensayo persuasivo para un concurso de redacción en español. El tema del ensayo se basa en las tres fuentes adjuntas, que presentan diferentes puntos de vista sobre el tema e incluyen material escrito y grabado. Primero, vas a tener 6 minutos para leer el tema del ensayo y los textos. Después, vas a escuchar la grabación dos veces; debes tomar apuntes mientras escuchas. Luego vas a tener 40 minutos para preparar y escribir tu ensayo.

En un ensayo persuasivo, debes presentar los diferentes puntos de vista de las fuentes sobre el tema, expresar tu propio punto de vista y apoyarlo. Usa información de todas las fuentes para apoyar tu punto de vista. Al referirte a las fuentes, identificalas apropiadamente. Organiza también el ensayo en distintos párrafos bien desarrollados.

**Tema curricular: Las familias y las comunidades**

Primero tienes 6 minutos para leer el tema del ensayo, la fuente número 1 y la fuente número 2.

**Tema del ensayo:**

¿Se debe celebrar una fiesta especial cuando una persona cumple los quince años?

**Fuente número 1**

**Introducción**

Este texto trata de la celebración de los quince años. El artículo original fue publicado el 6 de octubre de 2003 en España por Protocolo.org.

**Celebrar la fiesta de los quince años**

Línea El gran día de la quinceañera no sólo incluye un estupendo vestido, un peinado elegante y otros cuantos complementos más. Es un día de fiesta para compartir con sus familiares y amigos. Cada país puede tener su particular celebración, pero vamos a dar las pautas más generales y comunes a este tipo de celebración.

5 En algunos países, ese día de fiesta comienza con una misa o acto religioso similar. Es una ceremonia de agradecimiento. La fiesta de los quince años es un evento religioso y social que en cada país o región puede tener más importancia una cosa que la otra. Actualmente, va perdiendo importancia la parte religiosa de la fiesta.

**La celebración**

10 Lo más habitual es alquilar los servicios de algún local de hostelería, como el salón de un hotel, un local acondicionado para fiestas o convites e incluso se puede hacer en el propio jardín de casa, en su finca o hacienda. Cualquiera que sea el lugar elegido debe estar bien adornado para la fiesta.

15 El organizador debe contar con una lista de invitados o bien saber el número aproximado de los mismos, para poder disponer una cantidad suficiente de comida y bebida para no quedarse corto, que haya suficiente cantidad para todos. El buffet es el tipo de servicio más habitual, pero cada familia puede elegir el que considere más oportuno en función de sus propios gustos y del presupuesto con el que cuenten.

20 La quinceañera, por regla general, llega del brazo de su padre, o en su defecto de su padrino, y hace su entrada como una auténtica princesa.

La fiesta se suele abrir con un vals o un tema melódico similar, que baila con su padre. Si ha entrado de la mano de su pareja, lo baila con su pareja y luego le cede este honor al padre de la quinceañera. Como decimos en cada país o región puede haber una costumbre diferente. Poco a poco se van incorporando los demás invitados al baile y la fiesta se pone en marcha.

25 Es costumbre, en algunos lugares, hacer un brindis, y en algunos casos, dar un pequeño discursito o decir al menos unas palabras de agradecimiento para los invitados que han asistido a la celebración.

Otra costumbre, que hay en algunos países o regiones, es el reparto de las velas de la torta de la quinceañera. Toma las velas de la torta y las reparte entre las personas más importantes de su vida, generalmente las entrega a sus padres, hermanos, abuelos, algunos familiares y los amigos más íntimos.

**Torta de los quince años**

30 Cuando la celebración va por su mitad, suele ser un buen momento para cortar la gran torta — pastel—. La quinceañera hará los honores de cortarla.

La torta suele tener un tamaño considerable para que todos los invitados puedan degustar un buen pedazo. La decoración suele ser muy elegante y llamativa. Es uno de los elementos principales de la celebración de la fiesta de los quince años, una gran torta.

35 La fiesta se suele prolongar hasta muy tarde, y los más jóvenes disfrutan del baile, con música muy variada. Los temas pueden ser una selección de los favoritos de la quinceañera.

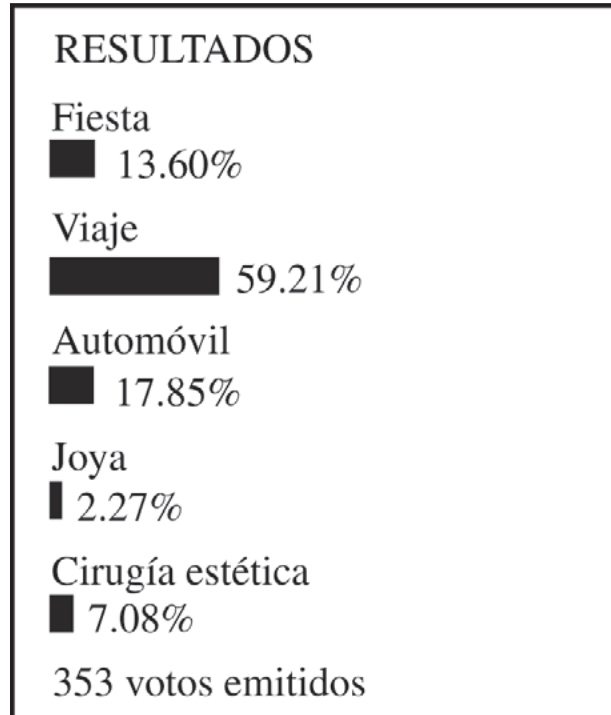
Used by permission of Cronis On Line SL.

## Fuente número 2

### *Introducción*

Este texto trata de lo que volverían a hacer algunas personas si cumplieran nuevamente quince años. El gráfico original fue publicado el 31 de agosto de 2006 en Inglaterra por BBCMundo.com.

### ¿Qué elegiría si pudiera volver a celebrar los quince?



Resultados sin valor estadístico

### Fuente número 3

Tienes 30 segundos para leer la introducción.

#### Introducción

Esta grabación trata del valor de la fiesta de los quince años. La entrevista original fue publicada el 31 de agosto de 2006 en Inglaterra por BBC Mundo.com. La grabación dura aproximadamente tres minutos.

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#### Script

(N) *Tienes un minuto para leer las instrucciones de este ejercicio.*

(1 minute)

(N) *Ahora vas a empezar este ejercicio.*

(N) *Tienes seis minutos para leer el tema del ensayo, la fuente número uno y la fuente número dos.*

(6 minutes)

(N) *Deja de leer. Ahora pasa a la fuente número tres. Tienes treinta segundos para leer la introducción.*

(30 seconds)

(N) *Ahora escucha la fuente número tres.*

(MA) *El tema de hoy “Mis Quince Años, ¿una fiesta de moda?”. En el ambiente latinoamericano se celebra en grande cuando una niña se convierte en mujer. Esta celebración es una tradición que marca a las mujeres latinas y que se conoce como “La fiesta de los quince” o “La quinceañera”.*

*Muchos critican esta fiesta por considerarla muy fantasiosa, muy frívola. Sin embargo, este evento es considerado como un gran negocio que mueve otros servicios como el maquillaje, la fotografía, el video, los cruceros, etcétera. Para hablar del tema nos acompaña en la línea telefónica Juliana Montoya. Ella es experta en eventos sociales. Juliana, bienvenida a BBC Enlace.*

(WA) *Hola Edgard, ¿cómo estás?*

(MA) *Muy bien. Juliana, voy a comenzar leyendo un par de correos electrónicos que llegan a BBC Enlace sobre este tema. Nelson Medina desde Montevideo, Uruguay, escribe a BBC Enlace y dice: “Me parece absurdo que en estos tiempos de crisis económicas las niñas estén hablando de fiestas de quince; deberían despertar a la realidad”. ¿Deberían despertar de esa fantasía realmente, Juliana?*

(WA) *Bueno, yo pienso que los quince años van a ser una fiesta, una ocasión especial siempre para las niñas, independiente de que se les haga o no se les haga una fiesta de alto valor económico. Eh, yo pienso que es verdad, o sea, algunas familias que no tengan de pronto la posibilidad de acceder a estas fiestas pueden buscar una celebración más sencilla. Lo importante es que las niñas se sientan ese día que son muy especiales porque es una fecha que para ellas tradicionalmente significa mucho.*

- (MA) *Vamos a abrir las líneas telefónicas; vamos a hacer contacto ahora con el IMER, el Instituto Mexicano de la Radio; allí se encuentra Julieta Mendoza. Adelante, Julieta.*
- (WB) *A los estudios de Revista Antena Radio escribe María Emperatriz Alcides: “Tengo una hija de catorce años. Hemos hablado de su fiesta y hemos acordado darle un viaje a Europa. Ella aceptó, pero ahora dice que quiere la fiesta porque en la escuela sus amigas se burlan de ella. ¿Qué puede uno hacer en estos casos?”*
- (WA) *Bueno, yo pienso que no es tanto presión, sino es un poquito influencia según lo que cada una vaya celebrando en, en su fecha de cumpleaños, los otros niños siempre quieren hacer algo parecido o algo mucho mejor para quedar pues mejor delante de, de sus amigas. Yo pienso que a veces sí influencia el hecho que ellas estén conversando sobre la fiesta que la una hizo o que la otra niña va para Europa. Es una decisión compartida entre las niñas. Pero finalmente es en la familia donde se toma la determinación eh, según el presupuesto y según las expectativas de cada uno.*
- (MA) *Siguen las líneas abiertas, por favor su nombre y ¿de dónde nos llama?*
- (WC) *Mi nombre es Sochil y estoy llamando de Miami, y mi pregunta es: Conociendo las faltas económicas de América Latina, ¿por qué se empeñan en hacer una fiesta de quince?*
- (WA) *Bueno, es más o menos la misma respuesta que le dábamos a Nelson que nos llamó de, de Uruguay. Para las niñas es una fecha muy significativa, es, es una fecha especial que quieren compartir con sus amigas y por esa influencia de la que hablábamos también. Entonces, eh, pues la sociedad y todo el mundo nos empuja como a que lo celebremos, pero no necesariamente tiene que haber esa celebración. También, lo decíamos anteriormente, puede ser algo muy sencillo para las niñas. Pero es por la importancia que tiene para ellas esa fecha.*
- (N) *Ahora escucha de nuevo.*
- Repeat
- (N) *Ahora tienes cuarenta minutos para preparar y escribir un ensayo persuasivo.*
- (40 minutes)

#### Targeted Learning Objectives:

- The student plans and produces written presentational communications.
- The student produces persuasive essays.
- The student demonstrates comprehension of content from authentic audio resources.
- The student demonstrates comprehension of content from authentic visual resources.
- The student demonstrates comprehension of content from written and print resources.
- The student uses reference tools, acknowledges sources, and cites them appropriately.

## Interpersonal Speaking: Conversation

You will participate in a conversation. First, you will have 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Afterward, the conversation will begin, following the outline. Each time it is your turn to speak, you will have 20 seconds to record your response.

You should participate in the conversation as fully and appropriately as possible.

Vas a participar en una conversación. Primero, vas a tener un minuto para leer la introducción y el esquema de la conversación. Después, comenzará la conversación, siguiendo el esquema. Cada vez que te corresponda participar en la conversación, vas a tener 20 segundos para grabar tu respuesta.

Debes participar de la manera más completa y apropiada posible.

## Tema curricular: La belleza y la estética

Tienes un minuto para leer la introducción.

### *Introducción*

Esta es una conversación con Mariana, una compañera de clase. Vas a participar en esta conversación porque ella está organizando un desfile de moda como proyecto final en la clase de arte y diseño.

Mariana	• Te saluda y te pide tu opinión.
Tú	• Salúdala y dale una respuesta.
Mariana	• Te da más detalles.
Tú	• Responde afirmativamente y explícale cómo.
Mariana	• Continúa la conversación y te hace otra propuesta.
Tú	• Responde negativamente y explica por qué.
Mariana	• Reacciona a tu respuesta y continúa la conversación.
Tú	• Contéstale con detalles.
Mariana	• Continúa la conversación y te hace una pregunta.
Tú	• Propón alguna opción y despídete.

 **Script**

(N) *Tienes un minuto para leer las instrucciones de este ejercicio.*

(1 minute)

(N) *Ahora vas a empezar este ejercicio.*

(N) *Tienes un minuto para leer la introducción.*

(1 minute)

(N) *En este momento va a comenzar la conversación. Ahora presiona el botón “Record”.*

(WA) *Aló, habla Mariana. Te llamo por lo del desfile de moda que te comenté ayer en clase. ¿Qué te parece la idea para mi proyecto final?*

TONE

(20 seconds)

TONE

(WA) *Bueno, mira, ... Ya tengo hechos todos los diseños, claro, pero todavía falta conseguir las telas, los accesorios y también modelos para el desfile. ¿Puedes ayudarme?*

TONE

(20 seconds)

TONE

(WA) *Mil gracias — no sabes cuánto te lo agradezco. Oye, después del desfile tengo que entregar un portafolio. ¿Podrías sacar las fotos el día del desfile?*

TONE

(20 seconds)

TONE

(WA) *¡Ay, qué pena!, pero lo entiendo. Al final del año, todo el mundo está muy ocupado. ¿A ti qué proyectos te quedan por hacer?*

TONE

(20 seconds)

TONE

(WA) *¡Qué interesante! Tal vez te pueda ayudar también. ¿Qué te parece si nos reunimos esta semana? Así podemos finalizar los planes.*

TONE

(20 seconds)

TONE

**Targeted Learning Objectives:**

- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student states and supports opinions in oral interactions.
- The student initiates and sustains interaction through the use of various verbal and nonverbal strategies.
- The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.

## Presentational Speaking: Cultural Comparison

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare your own community to an area of the Spanish-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the Spanish-speaking world. You should also organize your presentation clearly.

Vas a dar una presentación oral a tu clase sobre un tema cultural. Vas a tener 4 minutos para leer el tema de la presentación y prepararla. Después vas a tener 2 minutos para grabar tu presentación.

En tu presentación, compara tu propia comunidad con una región del mundo hispanohablante que te sea familiar. Debes demostrar tu comprensión de aspectos culturales en el mundo hispanohablante y organizar tu presentación de una manera clara.

## Tema curricular: Las identidades personales y públicas

### Tema de la presentación:

¿Cómo han afectado los héroes nacionales la vida de las personas en tu comunidad?

Compara tus observaciones acerca de las comunidades en las que has vivido con tus observaciones de una región del mundo hispanohablante que te sea familiar. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

### Script

(N) *Tienes un minuto para leer las instrucciones de este ejercicio.*

(1 minute)

(N) *Ahora vas a empezar este ejercicio.*

(N) *Tienes cuatro minutos para leer el tema de la presentación y prepararla.*

(4 minutes)

(N) *Tienes dos minutos para grabar tu presentación. Presiona el botón “Record” o suelta el botón “Pause” ahora. Empieza a hablar después del tono.*

TONE

(2 minutes)

TONE

#### Targeted Learning Objectives:

- The student plans and produces spoken presentational communications.
- The student expounds on familiar topics and those requiring research.
- The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, and/or political).

## Scoring Guidelines

### Interpersonal Writing: Email Reply

<p style="text-align: center;"><b>5</b> <b>STRONG</b></p>	<ul style="list-style-type: none"> <li>• Maintains the exchange with a response that is clearly appropriate within the context of the task</li> <li>• Provides required information (e.g., responses to questions, request for details) with frequent elaboration</li> <li>• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</li> <li>• Varied and appropriate vocabulary and idiomatic language</li> <li>• Accuracy and variety in grammar, syntax, and usage, with few errors</li> <li>• Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors</li> <li>• Variety of simple and compound sentences, and some complex sentences</li> </ul>
<p style="text-align: center;"><b>4</b> <b>GOOD</b></p>	<ul style="list-style-type: none"> <li>• Maintains the exchange with a response that is generally appropriate within the context of the task</li> <li>• Provides required information (e.g., responses to questions, request for details) with some elaboration</li> <li>• Fully understandable, with some errors which do not impede comprehensibility</li> <li>• Varied and generally appropriate vocabulary and idiomatic language</li> <li>• General control of grammar, syntax, and usage</li> <li>• Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)</li> <li>• Simple, compound, and a few complex sentences</li> </ul>
<p style="text-align: center;"><b>3</b> <b>FAIR</b></p>	<ul style="list-style-type: none"> <li>• Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task</li> <li>• Provides required information (e.g., responses to questions, request for details)</li> <li>• Generally understandable, with errors that may impede comprehensibility</li> <li>• Appropriate but basic vocabulary and idiomatic language</li> <li>• Some control of grammar, syntax, and usage</li> <li>• Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing) although these may lack cultural appropriateness</li> <li>• Simple and a few compound sentences</li> </ul>
<p style="text-align: center;"><b>2</b> <b>WEAK</b></p>	<ul style="list-style-type: none"> <li>• Partially maintains the exchange with a response that is minimally appropriate within the context of the task</li> <li>• Provides some required information (e.g., responses to questions, request for details)</li> <li>• Partially understandable, with errors that force interpretation and cause confusion for the reader</li> <li>• Limited vocabulary and idiomatic language</li> <li>• Limited control of grammar, syntax, and usage</li> <li>• Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies</li> <li>• Simple sentences and phrases</li> </ul>

<p style="text-align: center;"><b>1</b> <b>POOR</b></p>	<ul style="list-style-type: none"> <li>• Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task</li> <li>• Provides little required information (e.g., responses to questions, request for details)</li> <li>• Barely understandable, with frequent or significant errors that impede comprehensibility</li> <li>• Very few vocabulary resources</li> <li>• Little or no control of grammar, syntax, and usage</li> <li>• Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)</li> <li>• Very simple sentences or fragments</li> </ul>
<p style="text-align: center;"><b>0</b> <b>UNACCEPTABLE</b></p>	<ul style="list-style-type: none"> <li>• Mere restatement of language from the stimulus</li> <li>• Completely irrelevant to the stimulus</li> <li>• “I don’t know,” “I don’t understand,” or equivalent in any language</li> <li>• Not in the language of the exam</li> <li>• Blank (no response)</li> </ul>

## Presentational Writing: Persuasive Essay

<p style="text-align: center;"><b>5</b> <b>STRONG</b></p>	<ul style="list-style-type: none"> <li>• Effective treatment of topic within the context of the task</li> <li>• Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies</li> <li>• Integrates content from all three sources in support of the essay</li> <li>• Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail</li> <li>• Organized essay; effective use of transitional elements or cohesive devices</li> <li>• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</li> <li>• Varied and appropriate vocabulary and idiomatic language</li> <li>• Accuracy and variety in grammar, syntax, and usage, with few errors</li> <li>• Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences</li> </ul>
<p style="text-align: center;"><b>4</b> <b>GOOD</b></p>	<ul style="list-style-type: none"> <li>• Generally effective treatment of topic within the context of the task</li> <li>• Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies</li> <li>• Summarizes, with limited integration, content from all three sources in support of the essay</li> <li>• Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence</li> <li>• Organized essay; some effective use of transitional elements or cohesive devices</li> <li>• Fully understandable, with some errors which do not impede comprehensibility</li> <li>• Varied and generally appropriate vocabulary and idiomatic language</li> <li>• General control of grammar, syntax, and usage</li> <li>• Develops mostly paragraph-length discourse with simple, compound and a few complex sentences</li> </ul>
<p style="text-align: center;"><b>3</b> <b>FAIR</b></p>	<ul style="list-style-type: none"> <li>• Suitable treatment of topic within the context of the task</li> <li>• Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies</li> <li>• Summarizes content from at least two sources in support of the essay</li> <li>• Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence</li> <li>• Some organization; limited use of transitional elements or cohesive devices</li> <li>• Generally understandable, with errors that may impede comprehensibility</li> <li>• Appropriate but basic vocabulary and idiomatic language</li> <li>• Some control of grammar, syntax, and usage</li> <li>• Uses strings of mostly simple sentences, with a few compound sentences</li> </ul>
<p style="text-align: center;"><b>2</b> <b>WEAK</b></p>	<ul style="list-style-type: none"> <li>• Unsuitable treatment of topic within the context of the task</li> <li>• Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate</li> <li>• Summarizes content from one or two sources; may not support the essay</li> <li>• Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently</li> <li>• Limited organization; ineffective use of transitional elements or cohesive devices</li> <li>• Partially understandable, with errors that force interpretation and cause confusion for the reader</li> <li>• Limited vocabulary and idiomatic language</li> <li>• Limited control of grammar, syntax, and usage</li> <li>• Uses strings of simple sentences and phrases</li> </ul>

<p style="text-align: center;"><b>1</b> <b>POOR</b></p>	<ul style="list-style-type: none"> <li>• Almost no treatment of topic within the context of the task</li> <li>• Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies</li> <li>• Mostly repeats statements from sources or may not refer to any sources</li> <li>• Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent</li> <li>• Little or no organization; absence of transitional elements and cohesive devices</li> <li>• Barely understandable, with frequent or significant errors that impede comprehensibility</li> <li>• Very few vocabulary resources</li> <li>• Little or no control of grammar, syntax, and usage</li> <li>• Very simple sentences or fragments</li> </ul>
<p style="text-align: center;"><b>0</b> <b>UNACCEPTABLE</b></p>	<ul style="list-style-type: none"> <li>• Mere restatement of language from the prompt</li> <li>• Clearly does not respond to the prompt; completely irrelevant to the topic</li> <li>• "I don't know," "I don't understand," or equivalent in any language</li> <li>• Not in the language of the exam</li> <li>• Blank (no response)</li> </ul>

## Interpersonal Speaking: Conversation

<p style="text-align: center;"><b>5</b> <b>STRONG</b></p>	<ul style="list-style-type: none"> <li>• Maintains the exchange with a series of responses that is clearly appropriate within the context of the task</li> <li>• Provides required information (e.g., responses to questions, statement, and support of opinion) with frequent elaboration</li> <li>• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</li> <li>• Varied and appropriate vocabulary and idiomatic language</li> <li>• Accuracy and variety in grammar, syntax, and usage, with few errors</li> <li>• Mostly consistent use of register appropriate for the conversation</li> <li>• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility</li> <li>• Clarification or self-correction (if present) improves comprehensibility</li> </ul>
<p style="text-align: center;"><b>4</b> <b>GOOD</b></p>	<ul style="list-style-type: none"> <li>• Maintains the exchange with a series of responses that is generally appropriate within the context of the task</li> <li>• Provides required information (e.g., responses to questions, statement, and support of opinion) with some elaboration</li> <li>• Fully understandable, with some errors which do not impede comprehensibility</li> <li>• Varied and generally appropriate vocabulary and idiomatic language</li> <li>• General control of grammar, syntax, and usage</li> <li>• Generally consistent use of register appropriate for the conversation, except for occasional shifts</li> <li>• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility</li> <li>• Clarification or self-correction (if present) usually improves comprehensibility</li> </ul>
<p style="text-align: center;"><b>3</b> <b>FAIR</b></p>	<ul style="list-style-type: none"> <li>• Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task</li> <li>• Provides required information (e.g., responses to questions, statement, and support of opinion)</li> <li>• Generally understandable, with errors that may impede comprehensibility</li> <li>• Appropriate but basic vocabulary and idiomatic language</li> <li>• Some control of grammar, syntax, and usage</li> <li>• Use of register may be inappropriate for the conversation with several shifts</li> <li>• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility</li> <li>• Clarification or self-correction (if present) sometimes improves comprehensibility</li> </ul>
<p style="text-align: center;"><b>2</b> <b>WEAK</b></p>	<ul style="list-style-type: none"> <li>• Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task</li> <li>• Provides some required information (e.g., responses to questions, statement, and support of opinion)</li> <li>• Partially understandable, with errors that force interpretation and cause confusion for the listener</li> <li>• Limited vocabulary and idiomatic language</li> <li>• Limited control of grammar, syntax, and usage</li> <li>• Use of register is generally inappropriate for the conversation</li> <li>• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility</li> <li>• Clarification or self-correction (if present) usually does not improve comprehensibility</li> </ul>

<p style="text-align: center;"><b>1</b> <b>POOR</b></p>	<ul style="list-style-type: none"> <li>• Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task</li> <li>• Provides little required information (e.g., responses to questions, statement, and support of opinion)</li> <li>• Barely understandable, with frequent or significant errors that impede comprehensibility</li> <li>• Very few vocabulary resources</li> <li>• Little or no control of grammar, syntax, and usage</li> <li>• Minimal or no attention to register</li> <li>• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility</li> <li>• Clarification or self-correction (if present) does not improve comprehensibility</li> </ul>
<p style="text-align: center;"><b>0</b> <b>UNACCEPTABLE</b></p>	<ul style="list-style-type: none"> <li>• Mere restatement of language from the prompts</li> <li>• Clearly does not respond to the prompts</li> <li>• “I don’t know,” “I don’t understand,” or equivalent in any language</li> <li>• Not in the language of the exam</li> <li>• Blank (no response although recording equipment is functioning)</li> </ul>

## Presentational Speaking: Cultural Comparison

<p style="text-align: center;"><b>5</b> <b>STRONG</b></p>	<ul style="list-style-type: none"> <li>• Effective treatment of topic within the context of the task</li> <li>• Clearly compares the student’s own community with the target culture, including supporting details and relevant examples</li> <li>• Demonstrates understanding of the target culture, despite a few minor inaccuracies</li> <li>• Organized presentation; effective use of transitional elements or cohesive devices</li> <li>• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</li> <li>• Varied and appropriate vocabulary and idiomatic language</li> <li>• Accuracy and variety in grammar, syntax, and usage, with few errors</li> <li>• Mostly consistent use of register appropriate for the presentation</li> <li>• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility</li> <li>• Clarification or self-correction (if present) improves comprehensibility</li> </ul>
<p style="text-align: center;"><b>4</b> <b>GOOD</b></p>	<ul style="list-style-type: none"> <li>• Generally effective treatment of topic within the context of the task</li> <li>• Compares the student’s own community with the target culture, including some supporting details and mostly relevant examples</li> <li>• Demonstrates some understanding of the target culture, despite minor inaccuracies</li> <li>• Organized presentation; some effective use of transitional elements or cohesive devices</li> <li>• Fully understandable, with some errors which do not impede comprehensibility</li> <li>• Varied and generally appropriate vocabulary and idiomatic language</li> <li>• General control of grammar, syntax, and usage</li> <li>• Generally consistent use of register appropriate for the presentation, except for occasional shifts</li> <li>• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility</li> <li>• Clarification or self-correction (if present) usually improves comprehensibility</li> </ul>
<p style="text-align: center;"><b>3</b> <b>FAIR</b></p>	<ul style="list-style-type: none"> <li>• Suitable treatment of topic within the context of the task</li> <li>• Compares the student’s own community with the target culture, including a few supporting details and examples</li> <li>• Demonstrates a basic understanding of the target culture, despite inaccuracies</li> <li>• Some organization; limited use of transitional elements or cohesive devices</li> <li>• Generally understandable, with errors that may impede comprehensibility</li> <li>• Appropriate but basic vocabulary and idiomatic language</li> <li>• Some control of grammar, syntax, and usage</li> <li>• Use of register may be inappropriate for the presentation with several shifts</li> <li>• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility</li> <li>• Clarification or self-correction (if present) sometimes improves comprehensibility</li> </ul>

<p style="text-align: center;"><b>2</b> <b>WEAK</b></p>	<ul style="list-style-type: none"> <li>• Unsuitable treatment of topic within the context of the task</li> <li>• Presents information about the student’s own community and the target culture, but may not compare them; consists mostly of statements with no development</li> <li>• Demonstrates a limited understanding of the target culture; may include several inaccuracies</li> <li>• Limited organization; ineffective use of transitional elements or cohesive devices</li> <li>• Partially understandable, with errors that force interpretation and cause confusion for the listener</li> <li>• Limited vocabulary and idiomatic language</li> <li>• Limited control of grammar, syntax, and usage</li> <li>• Use of register is generally inappropriate for the presentation</li> <li>• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility</li> <li>• Clarification or self-correction (if present) usually does not improve comprehensibility</li> </ul>
<p style="text-align: center;"><b>1</b> <b>POOR</b></p>	<ul style="list-style-type: none"> <li>• Almost no treatment of topic within the context of the task</li> <li>• Presents information only about the student’s own community or only about the target culture, and may not include examples</li> <li>• Demonstrates minimal understanding of the target culture; generally inaccurate</li> <li>• Little or no organization; absence of transitional elements and cohesive devices</li> <li>• Barely understandable, with frequent or significant errors that impede comprehensibility</li> <li>• Very few vocabulary resources</li> <li>• Little or no control of grammar, syntax, and usage</li> <li>• Minimal or no attention to register</li> <li>• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility</li> <li>• Clarification or self-correction (if present) does not improve comprehensibility</li> </ul>
<p style="text-align: center;"><b>0</b> <b>UNACCEPTABLE</b></p>	<ul style="list-style-type: none"> <li>• Mere restatement of language from the prompt</li> <li>• Clearly does not respond to the prompt; completely irrelevant to the topic</li> <li>• “I don’t know,” “I don’t understand,” or equivalent in any language</li> <li>• Not in the language of the exam</li> <li>• Blank (no response although recording equipment is functioning)</li> </ul>

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# Statistics

**Student Achievement Committee**

Approval requested for new curriculum

**Lisa Bernabe**

**K-12 Math Supervisor**

**May 18, 2016**

# Bristol Public Schools Mission Statement

To maintain a safe and secure learning environment that provides all students with the necessary knowledge and skills to successfully complete college, other post high school education or training.

---

- Serves as a fourth-year mathematics course to further prepare students to be college and career ready
- Vertically aligned to district curricula
- Aligned to CT Core State Standards for statistics and probability





# Real-World Instructional Focus

- Descriptive Statistics
- Inferences and Conclusions from Data
- Applications of Probability

Player	Team	Votes	Points per game	Height	Position
Kevin Garnett	BOS	2,399,148	18.8	83	F
LeBron James	CLE	2,108,831	30.0	80	F
Dwight Howard	ORL	2,066,991	20.7	83	C
Kobe Bryant	LAL	2,004,940	28.3	78	G
Carmelo Anthony	DEN	1,723,701	25.7	80	F

# How many text messages do you send a day?

How many text messages do seniors at BEHS send in one day? Let's use the students in this classroom as a sample of all BEHS seniors.

1. Record the data for the class.
2. Use the applet to create a histogram. Use [www.tinyurl.com/SPAapplets](http://www.tinyurl.com/SPAapplets).
3. What percent of students in the class sent less than 15 messages yesterday?
4. Describe the distribution.
5. Try changing the interval width to a smaller number if possible
6. How did the shape of the distribution change?



# Thank you

---

*To the highly-trained and knowledgeable AP Statistics teachers who worked to collaborate on the creation of the academic Statistics curriculum.*

- Kara Jones – Bristol Eastern High School
- Kelly McCabe– Bristol Central High School

## *Financial Implications*

•2 teachers x 2 substitutes x 2 days x \$90 = \$720

# AP Spanish Language and Culture



## Textbook Recommendation

Bristol Board of Education  
June 1, 2016

Amy Bastiaanse  
Supervisor of Humanities and World Languages

# Rationale

1. Supports a standards based curriculum
2. Aligns with College Board expectations
3. Includes Integrated Performance Assessments

# Resources

1. Engagement in the three modes of communication
2. Exposure to a variety of genres
3. Online component



## Textbook Recommendation to the Board of Education

**Subject/Course:** A.P. Spanish

**Grade Level:** 10-12

**First Presentation BOE Meeting Date:** 6/1/16

**Second Presentation BOE Meeting Date:** request to waiver 2<sup>nd</sup> reading

**Describe need for the textbook/materials:** This is a new course offering which requires a textbook to support the implementation of the AP Spanish Language and Culture curriculum.

**Listed below are textbooks/materials evaluated by the Textbook Selection Committee:**

Subject/Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	Rubric Score Total	Readability
WL – AP Spanish	Triangulo Aprobado	Barbara Gatski & John McMullan	5th	2013	Wayside Publishing	40	Lexile n/a
WL – AP Spanish	Temas	Parthena Draggett, Cole Conlin, Max Ehram. & Elizabeth Millán	n/a	2014	Vista Higher Learning	37	Lexile n/a
WL – AP Spanish	Abriendo Paso	José M. Díaz, Stephen J. Collins, & María F. Nadel	2nd	2014	Pearson	32	Lexile n/a

**The following textbook(s)/materials are recommended by the Textbook Selection Committee**

Subject/Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	City, State Of Publisher	Publisher Website
WL – AP Spanish	Triangulo Aprobado	Barbara Gatski & John McMullan	5th	2013	Wayside Publishing	Freeport, ME	www.waysidepublishing.com

**Reasons for recommendation (include information on match to curriculum concepts and skills):**

Triangulo Aprobado is structured around the themes and sub-themes presented by the College Board. This Spanish learning program offers students a framework through which to explore the products, practices, and perspectives of Spanish-speaking cultures. Exercises engage students in the three modes of communication through reading, listening and observing, writing messages, conversing with others, writing essays, and giving oral presentations. Through activities and assessments designed in conjunction with authentic materials, students will develop the necessary cultural and linguistic competence to communicate effectively and perform well on AP<sup>®</sup> Spanish Language and Culture exam.

## Textbook Recommendation to the Board of Education

<b>Student Materials Needed</b>				
<b>Quantity</b>	<b>Item Name</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	<b>Distribution: #Texts per School</b>
115	Triangulo Aprobado, 5th Edition, Softcover (includes 1 Yr Learning Site) (ISBN: 9781938026416)	\$59.95	\$6,894.25	Bristol Central: 50 Bristol Eastern: 65

<b>Teacher Materials Needed</b>				
<b>Quantity</b>	<b>Item Name</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	<b>Distribution: # per School</b>
4	Triangulo Aprobado, 5th Edition, Teachers Edition, Softcover (ISBN: 9781938026430)	\$31.95	\$127.80	2/2
2	Tejidos, Teachers Edition, Softcover (ISBN: 9781938026386)	\$49.95	\$99.90	1/1

<b>TOTAL COST</b>	
Total Cost for Student Texts/Materials	\$6894.25
Total Cost for Teacher Materials	\$227.70
Shipping estimate	\$126.13
<b>GRAND TOTAL</b>	<b>\$7,374.21</b>

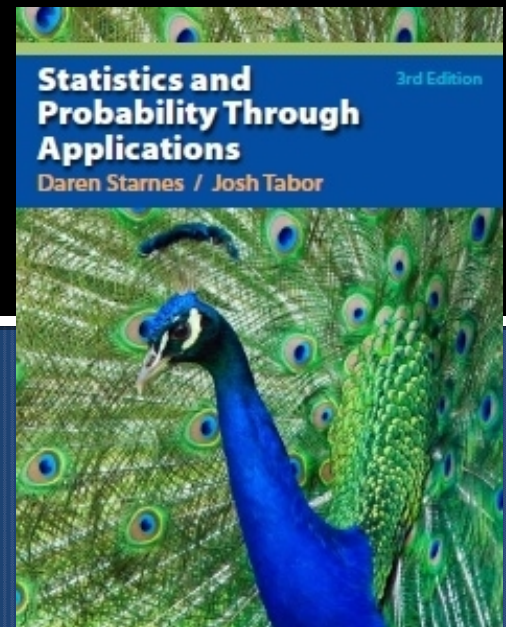
<b>Textbook Selection Committee</b>		
<b>Staff member</b>	<b>School</b>	<b>Grade/Course Taught</b>
Andrea Schacht	Bristol Eastern High School	A/P Spanish etc.
Ashley Ingvertsen	Bristol Eastern High School	A/P Spanish etc.
Frankie Nickeson	Bristol Central High School	A/P Spanish etc.
Valerie Guarino	Bristol Central High School	A/P Spanish etc.

# Approval requested for high school statistics textbook adoption

## Bristol Board of Education

### June 1, 2016

Lisa Bernabe  
*K-12 Math Supervisor*



# Hallmark features of *Statistics and Probability Through Applications*

## Lesson 1.5

### Displaying Quantitative Data: Histograms

#### LEARNING TARGETS

- Make histograms of quantitative data histograms of quantitative data histograms of quantitative data.
- Interpret histograms data histograms of quantitative data histograms of quantitative data.
- Compare distributions of quantitative data with histograms.

You can use a dotplot or stemplot to display quantitative data. Both graphs show every individual data value. For large data sets, this can make it difficult to see the overall pattern in the graph. We often get a cleaner picture of the distribution by grouping nearby values together. You can use a dotplot or stemplot to display quantitative data. Both graphs show every individual data value. We often get a cleaner picture of the distribution by grouping nearby values together. You can use a dotplot or stemplot to display quantitative data. For large data sets, this can make it difficult to see the overall pattern in the graph. We often get a cleaner picture of the distribution by grouping nearby values together. Doing so allows us to make a new type of graph: a **histogram**.

Below are a dotplot and a histogram of the durations (in minutes) of 220 eruptions of the Old Faithful geyser. Notice how the histogram groups nearby values together.

#### DEFINITION Histogram

A **histogram** shows each interval as a bar. The heights of the bars show the frequencies or relative frequencies of values in each interval.

Each lesson begins with clear, measurable Learning Targets

... and ends with a tabular review of the Learning Targets, which are keyed to example and exercises.

## Lesson 2.8

### WHAT DID YOU LEARN?

LEARNING TARGET	EXAMPLES	EXERCISES
Use technology to calculate quadratic models for curved relationships, then calculate and interpret residuals using the model.	p.XX	1 – 4
Use technology to calculate exponential models for curved relationships, then calculate and interpret residuals using the model.	p.XX	5 – 8
Use residual plots to determine the most appropriate model.	p.XX	9 – 10

# Examples

## EXAMPLE

### Which cars guzzle gas?

#### Making a dotplot

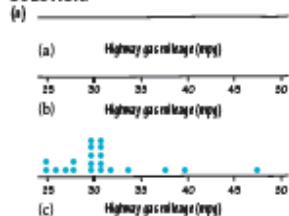
**PROBLEM:** The Environmental Protection Agency (EPA) is in charge of determining and reporting fuel economy ratings for cars. Think of those large window stickers on a new car. Here are the EPA estimates of highway gas mileage in miles per gallon (mpg) for a sample of 21 model year 2014 midsize cars.<sup>17</sup>



Model	mpg	Model	mpg
Acura RLX	31	Kia Optima	31
Audi A8	28	Lexus ES 350	31
BMW 550i	25	Lincoln MKZ	31
Buick Lacrosse	28	Mazda 6	40
Cadillac CTS	27	Mercedes-Benz E350	30
Chevrolet Malibu	30	Nissan Maxima	26
Chrysler 200	30	Subaru Legacy	32
Dodge Avenger	30	Toyota Prius	48
Ford Fusion	31	Volkswagen Passat	34
Hyundai Elantra	38	Volvo S80	25
Jaguar XF	30		

- Make a dotplot of these data.
- Explain what the dot above 38 represents.
- What percent of the car models in the sample get more than 35 mpg on the highway?

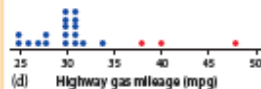
#### SOLUTION:



1. Draw and label the axis.

2. Scale the axis. The smallest value is 25 and the largest value is 48. So we chose a scale from 25 to 50 with tick marks 5 units apart.

3. Plot the values.



- The dot above 38 represents the 2014 Hyundai Elantra, which gets 38 mpg on the highway.
- $5/21 \approx 0.143$  or about 14.3% of the car models in the sample get more than 35 mpg on the highway.

FOR PRACTICE TRY EXERCISE 1.

The “Play Button” indicates worked example video

Examples separate problem statement from solution step.

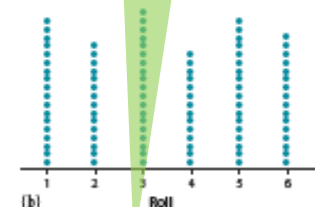
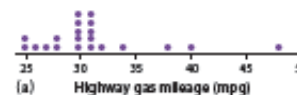
“Teacher Talk” bubbles mirror the solution steps and serves as the voice of the teacher – walking students through the solution and offering insights.

## EXAMPLE

### What do distributions show?

#### Describing shape

**PROBLEM:** The dotplots below display two different sets of quantitative data. Graph (a) shows the EPA highway gas mileage ratings for a sample of 21 model year 2014 midsize cars. Graph (b) shows the results of 100 rolls of a 6-sided die. Describe the shape of each distribution.



#### SOLUTION:

- The dotplot is right-skewed with a single peak near 30 to 31 mpg, one main cluster of dots between 25 and 34 mpg, a small gap from 34 to 38 mpg, and a large gap from 40 to 48 mpg.
- The distribution of die rolls is roughly symmetric with no clear peak. It has about the same height for all values from 1 to 6.

We can describe this shape as “approximately uniform.”

FOR PRACTICE TRY EXERCISE 7.

# Integration of Technology

## Applets for Data Analysis and Probability



Four applets that progress from basic data analysis to statistical inference

- \*One Quantitative Variable
- \*Two Quantitative Variables

- \*One Categorical Variable
- \*Two Categorical Variables

### One Quantitative Variable

Variable name:

Number of groups:

Input:

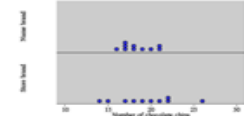
Input data separated by commas or spaces.

Group 1 name:  Group 1 data:

Group 2 name:  Group 2 data:

### Graph Distributions

Graph type:



### Summary Statistics

Group Name	n	mean	SD	min	Q1	Q2	Q3	max
Group 1	8	15.4	3.708	10	12	16	20	24
Group 2	8	15.4	3.708	10	12	16	20	24

### Perform Inference

Inference procedure:

Confidence level:

Easy data entry, including ability to cut and paste raw data from other documents.

Choice of graphs, based on type of data and number of groups.

Summary statistics

Inference techniques including traditional and simulation-based.

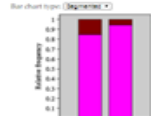
### Two Categorical Variables

Input data as (Categorical, Quantitative):

Response variable	Explanatory variable	Group	Type	Percent	Count
Donor type	Age	1	20	21	21
	Age	2	20	21	21

### Graph Distributions

Bar chart type:



### Summary Statistics

Donor type	Count	Percent	Count
1	21	42.0%	21
2	21	42.0%	21

### Perform Inference

Inference procedure:

Confidence level:

A single probability Applet that includes

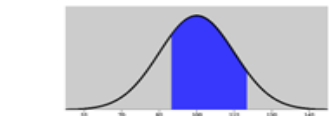
- \*Normal distributions
- \*Binomial distributions

### Probability

Select type:

Operation:

Mean:   SD:



### Summary Statistics

Calculate the area:

Left boundary:  Right boundary:

\*Discrete probability distributions

- \*Counting methods

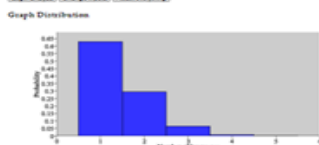
### Probability

Select type:

Variable name:

Value	Probability
1	0.42
2	0.28
3	0.20
4	0.08
5	0.02

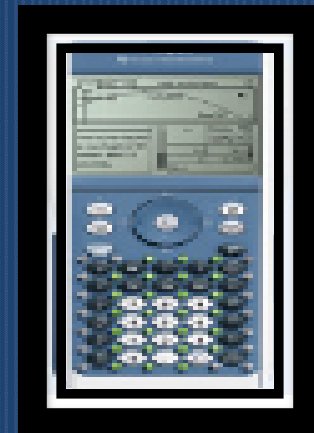
### Graph Distributions



### Summary Statistics

Mean	SD
1.82	0.87

Includes four new applets are easy to use for any teacher or student who has access to the internet. These simulations help students generate statistical graphs and data quickly and easily so they may focus on understanding instead of calculation.



# Thank you

*To the teachers who worked on the high school statistics textbook adoption committee:*

- Kara Jones – Bristol Eastern High School
  
- Kelly McCabe – Bristol Central High School



## Textbook Recommendation to the Board of Education

**Subject/Course:** Academic Statistics

**Grade Level:** High School

**First Presentation BOE Meeting Date:** June 1, 2016

**Second Presentation BOE Meeting Date:** Requesting waiver due to cancellation of April, 2016 Student Achievement Committee. This delayed the presentation of the first reading of the curriculum. It is important to be able to purchase books July 1, 2016 to assure availability for the start of the school year.

**Describe need for the textbook/materials:** This textbook will support the implementation of the academic statistics curriculum course at both high schools.

**Listed below are textbooks/materials evaluated by the Textbook Selection Committee:**

Subject/Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	Rubric Score Total	Readability
Statistics	Elementary Statistics, A Step by Step Approach	Starnes and Tabor	9th	2016	Bedford, Freeman, and Worth	34/54	Grade 8/9
Statistics	Statistics Through Applications	Starnes, Yates, Moore	2nd	2011	WH Freeman and Co	34/54	Grade 8/9
Statistics	Statistics and Probability with Applications	Starnes and Tabor	3rd	2016	Bedford, Freeman, and Worth	43/54	Grade8/9

**The following textbook(s)/materials are recommended by the Textbook Selection Committee**

Subject/Course	Title of Book	Author(s)	Edition	Copyright Date	Publisher	City, State Of Publisher	Publisher Website
Statistics	Statistics and Probability with Applications	Starnes and Tabor	3rd	2016	Bedford, Freeman, and Worth	Gordonsville, VA 22942	<a href="http://www.highschool.bfwpub.com/Catalog/">http://www.highschool.bfwpub.com/Catalog/</a>

**Reasons for recommendation (include information on match to curriculum concepts and skills):**

1. Strongly aligns to CT Core Standards for statistics and probability and Bristol's curriculum objectives.
2. Multiple hands-on activities to achieve concepts and skills in curriculum.
3. Activities allow students to develop their own understanding
4. Definitions and worked examples are clear.
5. Promotes higher order thinking through error analysis and interpretation of results.
6. Utilizes multiple modalities and representations to meet diverse group of learners.
7. Incorporates technology through use of applets and graphing calculator, with step-by-step instructions.
8. Content made accessible through graphs, diagrams, step-by-step examples, and videos.

## Textbook Recommendation to the Board of Education

<b>Student Materials Needed</b>				
<b>Quantity</b>	<b>Item Name</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	<b>Distribution: #Texts per School</b>
120	Statistics and Probability with Applications, 3 <sup>rd</sup> Edition	\$108.33	\$13,000	60

<b>Teacher Materials Needed</b>				
<b>Quantity</b>	<b>Item Name</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	<b>Distribution: # per School</b>
2	Teacher Solution Manuals	\$0	\$0	1
2	ExamView	\$0	\$0	1
2	Teacher Editions	\$0	\$0	1

<b>TOTAL COST</b>	
Total Cost for Student Texts/Materials	\$13,000
Total Cost for Teacher Materials	\$0
<b>GRAND TOTAL</b>	<b>\$13,000</b>

<b>Textbook Selection Committee</b>		
<b>Staff member</b>	<b>School</b>	<b>Grade/Course Taught</b>
Kelly McCabe	Bristol Central High School	AP Statistics, Algebra 2
Kara Jones	Bristol Eastern High School	AP Statistics, Algebra 2
Lisa Bernabe	K-12 Math Supervisor	

**Bylaws of the Board****Numbers of Members, Terms of Office****Number of Commissioners**

There shall be a Board of Education which shall be composed of nine (9) members who shall be electors of the Town/City of Bristol.

**Powers and Duties**

The Board of Education shall have the power to appoint a Superintendent of Schools and to fix his/her compensation and that of all other employees of said Board. The Board of Education shall have the powers and duties conferred by law upon town boards of education. All payment for the expenses of the public schools shall be made upon orders drawn upon vouchers approved by the Board of Education.

**Method of Election, Terms and Nomination**

No elector shall vote for and no political party shall nominate more than six (6) members of the Board of Education. The nine (9) candidates receiving the highest number of votes shall be declared elected to the Board of Education. In accordance with the minority representation requirement of Section 9-167a of the Connecticut General Statutes, no more than six (6) members elected to said Board shall be of the same political party. Members are elected for a term of four (4) years.

Terms shall commence the Monday following said election.

Legal Reference: Charter for the City of Bristol, *Section 39* Connecticut General Statutes  
9-167 Minority representation.

**Adopted: March 10, 1993**  
**Revised: July 7, 2004**  
**Affirmed: June 1, 2016**

## **Bylaws of the Board**

### **Vice-Chairperson**

The Vice-Chairperson will:

1. Act in place of the Chairperson when necessary and preside at meetings when the Chairperson is temporarily absent. The Vice Chairperson cannot fill vacancies required to be filled by the Chairperson, and does not serve as an ex-officio member of committees.
2. Work with the Chairperson and Superintendent to become generally informed of Board business.
3. In the absence of the Chairperson, act as a resource to the Superintendent on decisions which may require further input between board meetings.
4. In case of illness, resignation, or death of the Chairperson, the Vice-Chairperson, as deemed by the Board, becomes Chairperson for the unexpired term.

The Vice-Chairperson's signature shall be an alternate signature on all legal documents requiring the signature of the Board Chair.

**Adopted:     October 20, 1997**  
**Revised:     July 7, 2004**  
**Affirmed:    June 1, 2016**

**Bylaws of the Board****Attorney**

The attorney of the Bristol Board of Education shall be the legal advisor to the Board and its officers in questions relating to their official duties. The Board of Education may appoint either on a full-time or retainer basis, an attorney or attorneys to serve as a school attorney. The primary function of the attorney is to provide professional legal counsel and representation for the Board and Superintendent.

The attorney shall:

1. Represent the Board of Education in legal proceedings
2. Give his/her written opinion on all legal questions referred to him/her by the Bristol Board of Education or the Superintendent.
3. When requested, attend Bristol Board of Education Meetings, hearings and other meetings as requested by the Board, Superintendent, Board Chairperson or Board Committee.
4. Fulfill such other legal duties as the Bristol Board of Education may assign.

**Adopted: March 10, 1993**

**Revised: July 7, 2004**

**Affirmed: June 1, 2016**

## **Bylaws of the Board**

### **Committee of the Whole**

The Bristol Board of Education shall operate on the basis of standing committees and other committees set up for special purposes.

The Board shall act as a committee of the whole in final consideration of all matters, except for grievances and hearings.

(cf. [9132](#) – Standing Committees)

(cf. [9133](#) – Special/Advisory Committees)

Legal Reference: Connecticut General Statutes

[1](#)-200 Definitions.

[1](#)-225 Meetings of government agencies to be public.

**Adopted: March 10, 1993**

**Revised: July 7, 2004**

**Affirmed: June 1, 2016**

## **Bylaws of the Board**

### **Filling Vacancies/Recall**

Within thirty-five [35] days of said vacancy arising for any reason other than in the event of a recall, the Mayor by nomination, and the City Council, by appointment shall fill any vacancy. Said vacancy shall be filled by an appointment of a member of the same political party as that of the vacating member. Said appointment shall continue until the next municipal election.

Each incumbent of an elective office shall be subject to recall by the voters of this city pursuant to Section 13 of the Bristol City Charter.

Legal Reference: Charter for the City of Bristol, Section 39, Section 13 Connecticut General Statutes

[7-107](#) Vacancy Appointments by Selectmen

[9-167a](#) Minority Representation

**Bylaw Adopted: March 10, 1993**

**Bylaw Revised: July 7, 2004**

**Bylaw Affirmed: June 1, 2016**

## **Bylaws of the Board**

### **Resignation/Removal from Office**

#### **Resignation**

If for reasons of health, change in domicile, or any other compelling reason a member does decide to terminate service, the Board requests as early as possible notification of intent to resign so that the Board may plan appropriately for this exigency. Such resignation shall be tendered via a letter to the Chairperson.

When a member of a Board of Education shall cease to be a bonafide resident of the city of Bristol, membership in the Board shall immediately cease.

#### **Removal from Office**

Any officer may be removed from office by a two-thirds vote of the membership of the whole Board.

The Board may vote to censure or reprimand a member by a two-thirds vote of the membership of the whole Board.

(cf. [9120](#) – Officers and Auxiliary Personnel)

(cf. [9221](#) – Filling Vacancies)

Legal References: Connecticut General Statutes

[7](#)-103 Resignation of municipal officers.

**Bylaw Adopted: March 10, 1994**

**Bylaw Revised: July 7, 2004**

**Bylaw Affirmed: June 1, 2016**

## **Bylaws of the Board**

### **Code of Ethics for School Board Members**

As a member of the Bristol Board of Education, representing all the citizens of my school district, I recognize:

1. That my fellow citizens have entrusted me with the educational development of the children and youth of this community.
2. That the public expects my first and greatest concern to be in the best interest of each and every one of these young people without distinction as to whom they are or what their background may be.
3. That the future welfare of this community, of this State, and of the Nation depends in the largest measure upon the quality of education we provide in the public schools to fit the needs of every learner.
4. That my fellow Board members and I must take the initiative in helping all the people of this community to have all the facts all the time about their schools, to the end that they will readily provide the finest possible school program, school staff, and school facilities.
5. That legally the authority of the Board is derived from the State which ultimately controls the organization and operation of the school district and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy.
6. That I must never neglect my personal obligation to the community and my legal obligation to the State, nor surrender these responsibilities to any other person, group, or organization; but that, beyond these, I have a moral and civic obligation to the Nation which can remain strong and free only so long as public schools in the United States of America are kept free and strong.

In view of the foregoing consideration, it shall be my constant endeavor:

1. To devote time, thought, and study to the duties and responsibilities of a school board member so that I may render effective and creditable service.
2. To work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arises during vigorous debate of points at issue.

## **Bylaws of the Board**

### **Code of Ethics for School Board Members – Con't**

3. To base my personal decision upon all available facts in each situation; to vote my honest conviction in every case, un-swayed by partisan bias of any kind; thereafter, to abide by and uphold the final majority decision of the Board.
4. To remember at all times that as an individual I have no legal authority outside the meetings of the Board, and to conduct my relationships with the school staff, and local citizenry, and all media of communication on the basis of this fact.
5. To resist every temptation and outside pressure to use my position as a school board member to benefit either myself or any other individual or agency apart from the total interest of the school district.
6. To recognize that it is as important for the Board to understand and evaluate the educational program of the schools as it is to plan for the business of school operation.
7. To bear in mind under all circumstances that the primary function of the Board is to establish the policies by which the schools are to be administered, but that the administration of the educational program and the conduct of school business shall be left to the employed Superintendent of Schools and his/her certified or non-certified staff.
8. To welcome and encourage active cooperation by citizens, organizations, and the media of communication in the district with respect to establishing policy on current school operations and proposed future developments.
9. Finally, to strive step by step toward ideal conditions for most effective school board service to my community, in a spirit of teamwork and devotion to public education the greatest instrument for the preservation and perpetuation of our representative democracy.

**Adopted: March 10, 1993**

**Affirmed: June 1, 2016**

## Bring Your Own Device Student Agreement

The use of technology to provide educational material is a privilege at school that we wish all students to have beginning in grade nine (9). When abused, privileges will be taken away. When respected, they will benefit the learning environment tremendously.

Students and parents who bring their own device must adhere to the Student Code of Conduct as well as all Board policies, particularly the Internet Acceptable Use and Internet Safety. Additionally, students must adhere to the following:

Devices are to be used for instructional purposes connected to the approved curriculum, not to cheat on assignments or tests, not to make personal phone calls, not to send text messages, and not to post information, photos, or videos not authorized by the teacher.

### Students acknowledge the following:

- Only the school's Internet will be accessed. Attempts will not be made to bypass the local connection.
- The District's network filters will be applied to one's connection to the Internet and attempts will not be made to bypass them.
- Only authorized data can be accessed. Infecting the network with a virus, Trojan, or program designed to damage, alter, or destroy the network; and hacking, altering, or bypassing security policies are not allowed.
- The school District has the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
- The backing up the data through a jump drive, an external drive, or another media device regularly is strongly encouraged.
- As we are working to achieve a more paperless environment, printing from personal laptops will not be possible.
- As we do not have enough outlets for students to charge their devices in classrooms, each student must charge his or her own device prior to bringing it to school daily.
- Using a personal device to transmit or share inappropriate content during the school day will result in the loss of BYOD privileges. Additional consequences may be applied depending upon the circumstances. Transmission of material of a bullying nature or sexual nature will not be tolerated.
- Using a personal device at unauthorized times will result in the loss of BYOD privileges. Use of these devices in the cafeteria, gymnasium, locker rooms, hallways, and bathrooms is strictly prohibited. The purpose of BYOD is purely for the extension and enrichment of the learning environment.
- Devices cannot be used during assessments, unless otherwise directed by a teacher. Students must immediately comply with teachers' requests to shut down devices or close the screen. Devices must be in silent mode and put away when asked by teachers.

- Students are not permitted to transmit or post photographic images/videos of any person on campus on public and/or social networking sites.
- Students can only access files on the computer or Internet sites which are relevant to the classroom curriculum and suggested by a teacher.
- Students are not to physically share their personal devices with other students, unless approved in writing by their parent/guardian.
- Personal devices may not be used to cheat on assignments, tests or for non-instructional purposes, such as making personal phone call and text/instant messaging.
- Personal devices may not be used to send inappropriate e-messages during the school day.

**As a student,** I understand and will abide by all on this agreement. I further understand that any violation is unethical and may result in the loss of my device privileges as well as other disciplinary action.

**As a parent,** I understand that my child will be responsible for abiding by the policy pertaining to this program and its guidelines. I have read and discussed them with him/her and he/she understands the responsibility he/she has in the use of their personal device.

Signature  
of Student: \_\_\_\_\_

Signature  
of Parent: \_\_\_\_\_

Printed  
Name: \_\_\_\_\_

Printed  
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## **Bylaws of the Board**

### **Organization**

The organizational meeting of the Bristol Board of Education, following its election, will be held within two weeks following the inauguration of the Board members. At this meeting the newly elected Board shall be seated and an election of board officers shall be held.

During the year when non-Board of Education municipal elections are held, the organizational meeting of the Bristol Board of Education shall be held at its December meeting.

(cf. [9120](#) — Officers/Auxiliary Personnel)

**Adopted:**        **November 7, 2001**  
**Revised:**       **July 7, 2004**  
**Revised:**       **June 1, 2016**

## **Bylaws of the Board**

### **Election and Terms of Officers and Auxiliary Personnel**

~~Beginning with the organizational meeting held in December 2005,~~ The Bristol Board of Education shall elect from its members a Chairperson, Vice-Chairperson, and a Secretary of the Board for a term of two (2) years and may prescribe their duties.

### **Balloting**

The vote of each member of the Board cast in such election shall be reduced to writing, signed and made available for public inspection within forty-eight hours, excluding Saturday, Sunday or legal holidays, and shall also be recorded in the minutes of the meeting at which taken, which minutes shall be available for public inspection at all reasonable times.

Legal Reference: Connecticut General Statutes  
[10-218](#) Officers Meetings.

**Adopted: March 10, 1993**  
**Revised: July 7, 2004**  
**Revised: June 1, 2016**

## Bylaws of the Board

### Secretary

A member of the Bristol Board of Education shall be elected Secretary and shall perform the duties assigned by law and the Board.

~~The Secretary shall be responsible for accurate records of the proceedings of the Board; and for the preservation of reports of committees and communications addressed to the Board, reports of the Chairperson, and reports of the Superintendent.~~

(cf. [9120](#) – Officers and Auxiliary Personnel)

Legal Reference: Connecticut General Statutes

[10-218](#) Officer Meetings

[10-224](#) Duties of Secretary

[10-221](#) Secretary and officers

**Adopted:**        **March 10, 1993**  
**Revised:**       **July 7, 2004**  
**Revised:**       **June 1, 2016**

**Bylaw of the Board**

**Liaisons/Representatives**

The Chairperson of the Bristol Board of Education shall, from its members, appoint liaisons to each of the Bristol schools. School liaisons provide a personal link to the Board of Education for Bristol Board of Education employees and school families.

The Chairperson of the Bristol Board of Education shall, from its members, appoint representatives from the Board to liaison committees such as, but not limited to, the Capital Region Education Council [CREC] and the Connecticut Association of Boards of Education [CABE].

Liaisons and representatives may bring information to the full Board for consideration.

**Adopted: July 7, 2004**

**Revised: June 1, 2016**

## Bylaw

### Bylaws of the Board

#### Board Representatives

#### Appointments to Town/City Boards, Committees and/or Commissions

1. The Chairperson shall appoint representatives of the Board of Education to Town/City Boards, Committees or Commissions. Such appointments shall be for one year or until the discharge of the assigned function of said Board, Committee or Commission.
2. The Board of Education designates the Superintendent of Schools as the official representative of the Board on matters of common concern, as determined by the Board as being negotiable, in the preliminary stages of negotiations. However, the final decision on any matter and/or problem of common concern, considered by the Board as negotiable, shall be made by the Board. One or more members of the administrative staff may also be appointed by the Superintendent to serve on the Board's negotiating committee.
3. The Chairperson shall appoint Board members as representatives and alternates to organizations, such as, **but not limited to** the following: CABE, CREC.

Additional appointments as required shall be made by the Chairperson.

(cf. [9121](#) - Chairperson)

Adopted: March 10, 1993  
Revised: June 1, 2016

## **Bylaws of the Board**

### **Board Consultants**

The Bristol Board of Education will from time to time engage the services of qualified professional consultants to provide new insights and ideas for dealing with especially difficult problems and/or to provide special services which present staff is unable to provide. The kinds of assistance sought from consultants may include, but will not necessarily be limited to the following:

1. Conducting fact-finding studies, surveys, and research;
2. Providing counsel or services requiring special expertise;
3. Assisting the Board in developing policy and program recommendations.

Before engaging a consultant, the Board may require submission of a written proposal which can be incorporated into a contract or purchase order if it satisfies the wishes of the Board and **complies with the City Purchasing requirements**. Proposals will detail:

1. The specific objectives to be accomplished by the consultant;
2. The specific tasks to be performed;
3. The procedures to be used in carrying out the tasks;
4. The target dates for completion of tasks;
5. The method to be used to report results to the Board and/or to deliver any "product" (e.g., long-range plans, codified policy manual, etc.) to the Board; and
6. Costs.

**Bylaw Adopted: March 10, 1993**

**Revised: June 1, 2016**

## Bylaws of the Board

### Orientation of Board Members

The Board of Education and the administrative staff shall assist each candidate and new member-elect to understand the Board of Education's functions, policies and procedures and operation of the school district before the member takes office, **or in the timeliest manner possible**. The following methods shall be employed:

1. The incoming member shall be given selected materials on the function of the Board of Education and the school district.
2. The incoming member shall be invited to attend Board meetings and to participate in its discussions.
3. The incoming member shall be invited to meet with the Superintendent and other administrative personnel to discuss services they perform for the Board and the school district.
4. The incoming member shall be provided with a copy of the Board's policies and bylaws, administrative regulations and copies of pertinent materials developed by the ~~School Board Association~~ Connecticut Association of Boards of Education [CABE].
5. The incoming member may attend, at district expense, workshops for newly elected members as approved by the Board of Education.
6. **Newly elected Board of Education Commissioners will be provided with access to the on-line meeting website and internal e-mail system.**

**Bylaw Adopted: March 10, 1993**

**Bylaw revised: July 7, 2004**

**Bylaw Revised: June 1, 2016**

## **Bylaws of the Board**

### **Board Member Protection**

The Bristol Public Schools shall maintain adequate insurance to protect the district and its Board of Education against loss because of fire, damage to school property, loss to other property, or general liability resulting as a responsibility of the school district, and save harmless its Board and staff while acting in behalf of the school district.

Legal Reference: Connecticut General Statutes

[10-235](#) Indemnification of teachers, board members and employees in damage suits; expenses of litigation.

[10-236](#) Liability insurance.

[10-236a](#) Indemnification of educational personnel assaulted in the line of duty.

**Bylaw Adopted: March 10, 1993**

### **REVISED POLICY**

## **Bylaws of the Board**

### **Indemnification of Board of Education Members**

Each person who is or was a Member or Officer of the Board of Education (including their heirs, executors, administrators or estate of such person) shall be indemnified by the Board of Education, City of Bristol or the State of Connecticut, as the case may be, as of right to the full extent permitted or authorized by the laws of the State of Connecticut against any liability, cost or expense asserted against him/her and incurred by him/her by reason of his/her capacity as a Member or Officer, or arising out of his/her status as a Member or Officer. The Board of Education shall be obligated to, maintain insurance at its expense to protect itself and any such person against any such liability, cost or expense.

Legal Reference: Connecticut General Statutes

[10-235](#) Indemnification of teachers, board members and employees in damage suits; expenses of litigation.

[10-236](#) Liability insurance.

[10-236a](#) Indemnification of educational personnel assaulted in the line of duty.

Bylaw Adopted: March 10, 1993

Bylaw Revised: June 1, 2016

## **Bylaws of the Board**

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[10-236a](#) Indemnification of educational personnel assaulted in the line of duty.

**Bylaw Adopted: March 10, 1993**

**Revised: June 1, 2016**