




# LESSONS IN ART

## Level 8

### Lesson 1: Brush Drawing - Review Nine Watercolor Techniques

Materials  Art Supplies: Brushes, water, cloth, watercolor palette, masking fluid

Lesson

#### **Recap**

- Review brush care and use.
- Recall nine techniques learned since Level 1 (wash, graduated wash, lifting, wet on dry, layering, wet on wet, masking, dry on wet or dry-brushing)

#### **Practice** Nine watercolor techniques

- Divide your paper into nine equal spaces by drawing thumbnails.
- Label each thumbnail with a technique. (wash, graduated wash, lifting, wet on dry, layering, wet on wet, masking, dry on wet or dry-brushing)
- Apply each technique to the proper thumbnail.

**Note** Try to do these from memory but if you cannot remember one, you can always go back and re-watch the tutorial videos from previous levels.

**Self-Evaluate** Which techniques look best?

**Note** Students should clean, dry, and store brush and leave palette open to dry after each use.

Extra Helpings  
(Optional)

**Practice** and strengthen your brush stroke by beautifully writing out the alphabet in block letters.

Afternoon  
Extension

**Practice** brush drawing different leaves from memory.

## Lesson 2: Drawing - Introduction to Hatching

Materials  Art Supplies: Charcoal, art book, drawing board, erasers, still life pieces, lightsource

Lesson

### **Recap**

- Recall how to create values with charcoal.
- Recall how to use your pink pearl and kneaded erasers as drawing tools.

**Intro** We are going to learn a new technique called hatching. Hatching is used to create tonal or shading effects by drawing closely spaced parallel lines.

### **View, Narrate, and Discuss**

 Video Tutorial: [Hatching with Charcoal](#)

### **Practice**

- Set up a value scale with six 3" squares.
- Use the hatching technique to apply value to your scale.
- Set up a still life.
- Draw the still life using hatching to add value to your objects.

**Self-Evaluate** How well did you use the new hatching technique? How could you improve next time?




Extra Helpings  
(Optional)

**Draw** fabric using the hatching technique to add value.


Afternoon  
Extension

Use hatching to create shading when nature journaling.

## Lesson 3: Color Theory - Expanded Color Wheel

Prep	<p><b>Print</b> on cardstock</p> <p> Document: <a href="#">Color Wheel</a></p>
Materials	<p> Art Supplies: Watercolor palettes, brushes, water, cloth, color wheel</p>
Lesson	<p><b>Recap</b></p> <ul style="list-style-type: none"><li>• Recall all you know about color thus far.</li><li>• Name the primary colors that you used in previous levels.</li></ul> <p><b>Intro</b> Students will make a 12 color, color wheel with primary colors; Phthalo Blue, Quinacridone Gold &amp; Quinacridone Red.</p> <p><b>Practice</b></p> <ul style="list-style-type: none"><li>• Do one half of the color wheel for this lesson.</li><li>• Students will need to mix fresh secondary colors from their new primaries. (Mix enough so that you will have plenty to use for the next lesson to mix your tertiary colors.)</li><li>• The color wheel will be referred to all term so keep it in a handy place. One idea is to paste it onto the inside cover of your art book.</li><li>• Have students paint the colors in their proper places. Color placement on the color wheel must be exact. Start over if you make a mistake.</li><li>• Refer to the example if you are confused about placement within the wheel.</li></ul> <p> Image: <a href="#">Example of Expanded Color Wheel</a></p>
Extra Helpings (Optional)	<p>Make other color wheels by mixing your previous primaries with the new primaries. Anytime you sub one primary for another you will get a completely new rainbow. So if you kept Phthalo Blue and Quinacridone Gold but used Quinacridone Pink you would get different oranges and purples. If you used Prussian Blue and mixed it with Quinacridone Red you would get a different purple, etc. Just be sure to keep your experimental palette separate from your working palette.</p>
Afternoon Extension	<p><b>Practice</b> color matching in your nature journal.</p>

## Lesson 4: Memory Drawing - Apple with Leaves and Stems

Materials	<p> Art Supplies: Pastels, Art Book, apple (with stem and leaves attached if possible)</p>
Lesson	<p><b>Recap</b> Recall an apple. Did you have just the fruit or was there a stem and a leaf attached? What colors do you remember it being?</p> <p><b>Practice</b> Do a memory drawing of an apple. Don't forget to add shading, highlights and shadows.</p> <p><b>Self-Evaluate</b> Compare your memory drawing to an apple.</p> <p><b>Discuss</b> Share your drawing with your teacher.</p>
Extra Helpings (Optional)	<p>Continue to challenge yourself by drawing things from memory.</p>
Afternoon Extension	<p>Look for and collect interesting objects to draw in your nature journal.</p>






# GEOGRAPHY LESSONS

## *Exploring Our States*

### Introduction Lesson 1 - Climate Controls

Prep	<b>Watch</b> Video of Mason Jar Demonstration, " <a href="#">Let's Make it Rain</a> " <b>Materials:</b> large Mason jar, hot water, ice
Lesson	<b>Demo</b> <ol style="list-style-type: none"><li>1. Do you know what the water cycle is?</li><li>2. Add 1-2 inches of hot water to the Mason jar, screw on the lid on and place ice on top of the lid, then watch what happens.</li><li>3. What happened? (Use words like evaporation and condensation.)</li></ol> <b>Read, Narrate, and Discuss</b> <p>"Climate Controls", "Elevation", "Landforms", "Prevailing Winds and Ocean Currents" (<i>Student World Atlas</i>, p.22-23)</p> <b>Discuss</b> <p>What do you think the experiment would have to do with the Climate Controls maps (<i>Student World Atlas</i>, p.22-23)? Based on that info, where do you think it would rain more? For instance, to the west or east of the Cascade Mountain Range?</p>
Occupation	<b>Geo Walk: Water Cycle</b> <p>Take time with this lesson or when practical to observe the water cycle outside. Examples of evaporation can be watching the steam rise from a hot surface (asphalt, car, etc.) after a cool rain, placing a small container of water in the sun, or even noticing after sweating or playing in water that the skin dries without assistance. For condensation, you can observe morning or evening dew, see your breath on a cold day, or watch your vehicle windows 'fog up' due to inside/outside temperature difference.</p>

### Introduction Lesson 2 - Washington, D.C.

Prep	Read "Latitude", "Longitude", and "Global Grid" text boxes ( <i>Student World Atlas</i> , p.8)
Lesson	<b>Intro</b> Have you ever played the game Battleship? How did you refer to the location of a ship? (you used a grid system) Did you know that globes and maps also have a grid system?  <b>Read, Narrate, and Discuss</b> <p>"Latitude" and "Location" (<i>Student World Atlas</i>, p.22-23)</p> <b>Map Questions</b> <p> Map: "Physical Map", "Political Map" (<i>United States Atlas</i>, p.8-9, 14-15)</p> <ol style="list-style-type: none"><li>1. What is the capital of the United States of America? (Washington, D.C.)</li><li>2. Locate Washington, D.C. on both maps</li></ol> <p> Map: "Physical Map: North America" (<i>Student World Atlas</i>, p.57)</p> <ol style="list-style-type: none"><li>1. Locate Washington, D.C.</li><li>2. What is the approximate latitude and longitude of the city?</li><li>3. Why might this latitude and longitude have been selected for the site of the country's capital? (For now, a latitude halfway between the far northern extent and far southern extent of the original colonies is sufficient; easy access to the Chesapeake Bay for commerce and transportation is also sufficient for explaining a more eastern longitude. Reference map inset "Westward Expansion" in <i>United States Atlas</i> p.15)</li></ol> <p> Map: "United States: Elevation" (<i>Student World Atlas</i>, p.64)</p> <ol style="list-style-type: none"><li>1. Locate Area around Washington, D.C.</li></ol>

2. Based on what you learned from the Climate Controls maps (*Student World Atlas*, p.22-23), make some predictions on things like rainfall, average temperatures, etc., for the Washington, D.C. area.
3. Check predictions by looking at *Student World Atlas*, p.58-59. Were you correct? If not, why not?

### **Discuss**


Based on everything you have learned and already knew about Washington, D.C., what do you think the main industry is?

(The economy is largely tied to the federal government and its various branches. Attorneys and other professions that benefit from being near political decision-makers are also prevalent in Washington, D.C. If the student has ever visited the nation's capital, another industry prediction could be tourism.)

**Note** This is an economic geography question. We want to grow a student's awareness that a place's economy traditionally was related to geography. As the student learns about individual states, students will see that technology, global economies, and even political decisions can introduce nontraditional industries.

Occupation

### **Map Drawing**

 Map: Using a [blank U.S. map](#), atlas, etc., as a guide, the teacher will draw an outline map of the United States. The student follows along, drawing in the travel journal. *OR print the map and add it to the travel journal.*

This is their "My US Map".

## **Introduction Lesson 3 - Washington, D.C. (cont'd)**

Lesson

### **Map Questions**

 Maps: "Political Map" (*United States Atlas*, p.14-15)

"The National Capital" and inset "District of Columbia" (*United States Atlas*, p.22-23)

1. Locate Washington, D.C.
2. What river runs through it? Locate this river on "Physical Map" (*United States Atlas* p.9). Where are the headwaters (river source), and where is the mouth (river end)?
3. How are the streets laid out? In what direction?
4. Locate the National Mall, Smithsonian Institute, Lincoln Memorial, U.S. Capitol, and Virginia state border.

### **Read, Narrate, and Discuss**

"The National Capital", including captions (*United States Atlas*, p.22-23)

"Washington, D.C." (*Fifty States*, p.14)

### **Map Work**

My US Map: Add Washington, D.C., using a star inside a circle as the symbol.

Extra Helping

**Maps** Compare the design of Washington, D.C., with the [layout of Paris, France](#), in 1800. Specifically, observe the palace area in the upper left of the map above the Seine River.

### **Model: Waffles and Wheels**

Have the student draw a life-size waffle—crust, square grid, and blueberry in the center. Then have the student draw a bicycle tire—hub, spokes, rim—the same size as the waffle. Instruct the student to trace the waffle grid lines with their finger from the outer crust to the blueberry. Begin at different locations along the edge to see the different paths. Repeat the exercise with the bicycle tire. What can be observed between traveling along a grid and traveling along radials? Apply this concept to the street layout centered on the U.S. Capitol building (*United States Atlas* p.23). Does your local street network resemble the grid, radials, something more irregular, or a mix?



# GEOGRAPHY DRILLS

## FUNDAMENTALS

### Lesson 1

- Week 1, allow the student to spend 10 minutes with the globe, telling you anything they notice, already know, etc.

### Lesson 2

- Locate the Equator.
- Where is the Northern Hemisphere? Southern Hemisphere?
- Where is the North Pole? South Pole?
- We are going to locate the 7 continents. Locate North America; South America; Europe; Asia; Australia; Africa; and Antarctica.

### Lesson 3

- Locate the Equator. The Equator is a line of latitude.
- There are 2 lines of latitude with special names located parallel to the Equator. Locate these 2 lines—the Tropic of Capricorn the Tropic of Cancer.
- Which tropical circle is north of the Equator? (Tropic of Cancer) South of the Equator? (Tropic of Capricorn)
- There are also lines that go from the North Pole to the South Pole. They are called lines of longitude. Locate the line of longitude that is identified as  $0^\circ$  (0 degrees). This is the prime meridian.
- Locate the line identified as  $50^\circ$  West,  $50^\circ$  East, and so forth (to have more practice).

### Lesson 4

- Locate the Equator.
- Which continents does the Equator touch? (South America, Africa, and Asia.)
- Which continents are (primarily) in the Northern Hemisphere, or north of the Equator? (All of North America, all of Europe, all of mainland Asia, and the majority of Africa.)
- Which continents are (primarily) in the Southern Hemisphere, or south of the Equator? (All of Australia, all of Antarctica, the vast majority of South America, about  $\frac{1}{2}$  of Africa, and Maritime Southeast Asia.)

### Lesson 5

- We are going to locate the 4 (or 5) named oceans of the world. Locate the Atlantic Ocean.
- Locate the Pacific Ocean.
- Locate the Indian Ocean.
- Locate the Arctic Ocean.
- Locate the Southern Ocean. (National Geographic atlases do not recognize the Southern Ocean as its own distinct ocean.)
- Some people divide the Pacific and Atlantic Oceans into northern and southern parts. Where is the North Atlantic Ocean? South Atlantic Ocean? North Pacific Ocean? South Pacific Ocean?

### Lesson 6




- Locate the 7 continents. (North America, South America, Europe, Asia, Australia, Africa, and Antarctica.)
- Locate the 5 named oceans. (Atlantic, Pacific, Indian, Arctic, and Southern.)
- Which ocean is northernmost? (Arctic) The southernmost? (Southern)
- Which continent is the largest? (Asia) The smallest? (Australia)
- Which ocean is the largest? (Pacific) The smallest? (Arctic)







# ALVEARY LATIN GUIDE

## *North American Cambridge Latin Unit 1*

### Lesson 1: STAGE 1 - CAECILIUS (Nominative Singular Nouns)

Prep	<b>Read</b>  "Introduction" and "Model Sentences" <i>Teacher's Manual</i> 4e p.24-26; 5e p.21-24
Lesson	<b>Intro</b> This is the story of a real person who lived in Pompeii. What do you know about Pompeii? Look at the picture on the front cover; this is Caecilius. What kind of person do you think he might have been?  <b>Latin Notebook</b>  "Vocabulary Checklist 1" 4e p.18; 5e p.14 <ul style="list-style-type: none"><li>• Cover definitions with sticky notes</li><li>• Copy Vocabulary Checklist 1</li><li>• Infer and record meanings as you read the stories in STAGE 1</li></ul> <b>Read, Narrate and Discuss</b>  "Model Sentences" 4e p.2-6; 5e p.2-5 Translation: 4e <i>Teacher's Manual</i> p.120; 5e <i>Answer Key</i> p.1  <b>Self-Evaluate</b> Correct Vocabulary Checklist 1
Afternoon Extension	<b>*Discuss</b> Which words from today's lesson look or sound like words you know in English, Spanish, or French?

### Lesson 2: Cerberus

Prep	<b>Read</b>  "Cerberus" <i>Teacher's Manual</i> 4e p.26; 5e p.24
Lesson	<b>Recap</b> Review vocabulary words from Latin Notebook  <b>Recap</b>  "Model Sentences" 4e p.2-6; 5e p.2-5  <b>Latin Notebook</b> Vocabulary Checklist 1  Continue to infer and record meanings as you read the stories in STAGE 1  <b>Read, Narrate and Discuss</b>  "Cerberus" 4e p.7; 5e p.6 Translation: 4e <i>Teacher's Manual</i> p.120; 5e <i>Answer Key</i> p.1 <ul style="list-style-type: none"><li>• Preview vocabulary words that accompany the story; what might this story be about?</li><li>• Read and narrate each paragraph separately</li></ul> <b>Self-Evaluate</b> Continue to correct Vocabulary Checklist 1

Afternoon Extension **\*Discuss** How is this family alike and different from yours? Which words from today's lesson look or sound like words you know in English, Spanish, or French?

### Lesson 3: Cerberus

Lesson **Recap** Review vocabulary words from Latin Notebook

**Latin Notebook** Continue to infer and record meanings in Vocabulary Checklist 1 as you read the stories in STAGE 1

**Read, Narrate and Discuss**

▣ "Model Sentences" 4e p.2-6; 5e p.2-5  
Translation: 4e *Teacher's Manual* p.120; 5e *Answer Key* p.1

**Ask** Consolidation questions; student responds in Latin

▣ *Teacher's Manual* 4e p.26 (5e omit)

**Read, Narrate and Discuss**

▣ "Cerberus" 4e p.7; 5e p.6  
Translation: 4e *Teacher's Manual* p.120; 5e *Answer Key* p.1

- Preview vocabulary words that accompany the story; what might this story be about?
- Read and narrate each paragraph separately

**Self-Evaluate** Continue to correct Vocabulary Checklist 1

Afternoon Extension **\*Discuss** Which words from today's lesson look or sound like words you know in English, Spanish, or French?

### Lesson 4: Caecilius

Prep **Read**

▣ "About the Language" *Teacher's Manual* 4e p.26; 5e p.24-25

▣ "Cultural Background: Caecilius" *Teacher's Manual* 4e p.27; 5e p.25-26

Lesson **Recap** Review vocabulary words from Latin Notebook

**Practice**

▣ "Model Sentences 1-4" 4e p.2; 5e p.2-3  
Translation: 4e *Teacher's Manual* p.120; 5e *Answer Key* p.1

- Copy into Latin Notebook
- Translate into English and back into Latin
- Check your translation against the original; correct any mistakes

**Read, Narrate and Discuss**

▣ "Caecilius" 4e p.10-11; 5e p.8-9

**Read, Narrate and Discuss**

▣ "About the Language" 4e p.8; 5e p.7

**Practice** Find sentences with similar patterns in "Model Sentences" or "Cerberus"

▣ "About the Language" 4e p.2-7; 5e p.2-6





# SPANISH GRAMMAR LEVEL 1

***BRIEF SPANISH GRAMMAR***

***Student Text***

## INTRODUCTION-INTRODUCCIÓN

- I. **The Spanish Alphabet (El alfabeto español)** consists of twenty-eight characters. The letters **k** and **w** are found only in foreign or adopted words. The English equivalents of Spanish sounds are understood, of course, to be only approximate.

After the beginner has thoroughly learned the sounds and value of the Spanish alphabet, especially the vowels, Spanish is, with few exceptions, a phonetic language.

<b>El alfabeto</b>	
<i>Letter (Letra)</i>	<i>Name (Nombre)/ Pronunciation (Pronunciación)</i>
a	ah
b	beh
c	ceh
d	deh
e	eh
f	eh-fe
g	heh
h	ach-eh
i	ee
j	hota
k	kah
l	el-eh
ll	el-yeh
m	em-eh
n	en-eh
ñ	en-yeh
o	oh
p	peh
q	cuh
r	er-e
rr	err-e
s	es-eh
t	teh
u	ooh
v	beh
w	dob(e)-le-veh
x	eh-kis
y	ee-gri-eh-gah
z	se-ta

- II. **Vowels (Las vocales)** in Spanish should be enunciated clearly. **A, e** and **o** are considered strong vowels; **i** (or **y**) and **u**, weak vowels.
- III. **Diphthongs (Los diptongos)**. A diphthong is a blend of two vowels into a single syllable. The sound of each vowel, however, should be distinctly heard. A diphthong may be formed of a strong vowel and a weak vowel, or *vice versa*, or of two weak vowels, but never of two strong vowels.

**The usual Spanish diphthongs are:**

<i>Diphthong</i>	<i>Pronunciation Equivalent</i>	<i>Example</i>
<b>ai</b>	<i>ai</i> as in <i>aisle</i>	<b>el aire</b> (the air)
<b>au</b>	<i>ou</i> as in <i>house</i>	<b>la causa</b> (the cause)
<b>ei</b> or <b>ey</b>	eh-ee	<b>el aceite</b> (the oil) <b>el rey</b> (the king)
<b>eu</b>	eh-oo	<b>Europa</b> (Europe)
<b>ia</b>	ee-ah	<b>la historia</b> (the history) <b>la panadería*</b> (the baker)
<b>ie</b>	ee-eh	<b>la tienda</b> (the store)
<b>io</b>	ee-oh	<b>el negocio</b> (the business) <b>el periódico</b> (the newspaper)
<b>iu</b>	ee-oo	<b>el navío</b> (the ship) <b>la viuda</b> (the widow)
<b>oi</b> or <b>oy</b>	<i>oi</i> as in <i>boil</i>	<b>oigo</b> (I hear) <b>doy</b> (I give)
<b>ua</b>	oo-ah	<b>el guante</b> (the glove)
<b>ue</b>	oo-eh	<b>el jueves</b> (Thursday)
<b>ui</b> or <b>uy</b>	oo-ee	<b>cuidado</b> (care) <b>muy</b> (very)
<b>uo</b>	oo-oh	<b>la cuota</b> (the dues)

\*Placement of an accent on one of the vowels changes pronunciation of the diphthong.

- IV. **Triphthongs (Los triptongos)**. A triphthong is the blending of three vowels into a single syllable. The usual combinations in Spanish are:

<b>iai</b>	ee-ah-ee	<b>cambiáis</b> (ye change)
<b>iei</b>	ee-eh-ee	<b>cambiéis</b> (that ye change)
<b>uai</b> or <b>uay</b>	oo-ah--ee	<b>el Paraguay</b> (Paraguay)

V. **Consonants (Las consonantes).** Most consonants are pronounced in Spanish as in English, though not so forcibly. The following require special care:

<b>b</b>	pronounced with the lips not so closely pressed together	<b>la Habana</b> (Havana)
<b>c</b> (before <b>a, o, u</b> & consonants)	<i>c</i> as in <i>cabin</i>	<b>la casa</b> (the house)
<b>c</b> (before <b>e &amp; i</b> )	gentle <i>ss</i>	<b>el centro</b> (the center)
<b>d</b>	usually as in English	<b>el dinero</b> (the money)
<b>d</b> (between vowels or final)	approaches <i>th</i> as in <i>that</i>	<b>el dedo</b> (the finger) <b>Madrid</b> (Madrid)
<b>g</b> (before <b>a, u, o</b> and consonants)	<i>g</i> as in <i>get</i>	<b>el ganado</b> (the livestock) <b>la gota</b> (the drop) <b>el gusto</b> (the taste) <b>el globo</b> (the balloon)
<b>g</b> (before <b>i</b> and <b>e</b> )	a guttural, strongly aspirate <i>h</i>	<b>la gente</b> (the people) <b>el gitano</b> (the gypsy)
<b>h</b>	ALWAYS SILENT	<b>la harina</b> (the flour)
<b>j</b>	a guttural, strongly aspirate <i>h</i>	<b>la jaula</b> (the cage)
<b>l</b>	pronounced in front of mouth instead of back	<b>el lavabo</b> (the washstand) <b>la leche</b> (the milk)
<b>ll</b>	<i>y</i> as in <i>yard</i> *	<b>la llave</b> (the key)
<b>ñ</b>	<i>ni</i> as in <i>onion</i>	<b>el niño</b> (the boy)
<b>q</b> (used only in the combinations <b>que</b> & <b>qui--qu</b> pronounced...)	<i>c</i> as in <i>cabin</i>	<b>el queso</b> (the cheese) <b>quince</b> (fifteen)
<b>r</b> (at the beginning of words and after <b>l</b> and <b>n</b> )	strongly trilled	<b>el rey</b> (the king) <b>Enrique</b> (Henry)
<b>r</b> (otherwise)	trilled a little--almost like a <i>d</i>	<b>Israel</b> (Isreal) <b>pero</b> (but) <b>ver</b> (to see)
<b>rr</b>	strongly trilled	<b>el perro</b> (the dog)
<b>s</b>	gentle <i>ss</i>	<b>la seda</b> (the silk)
<b>t</b>	pronounced by the tip of the tongue touching the upper front teeth	<b>el tema</b> (the theme) <b>la ternera</b> (the calf)
<b>v</b>	pronounced like Spanish <i>b</i>	<b>la vaca</b> (the cow)
<b>y</b>	<i>y</i> in <i>yes</i>	<b>yo</b> (I)
<b>z</b>	gentle <i>ss</i>	<b>los zapatos</b> (the shoes)

\*The pronunciation of **ll** varies by region. *Y* is the most widely accepted, but *j* and a voiced *sh* (as in *vision*) are also common. *L-y* is an archaic pronunciation that persists in some isolated regions.

- VI. **Punctuation (Puntuación).** Spanish punctuation is much like the English, however inverted signs of exclamation and interrogation are placed at the beginning of an exclamatory or interrogative phrase or sentence as well as at the end.

<b>¡Pobre hombre!</b> (Poor man!)
<b>¿Cómo se llama usted?</b> (What is your name?)

- VII. **Capitals (Letras mayúsculas).** The main difference between Spanish and English uses of capitals are:  
 A. Spanish proper adjectives, names of days and months and the pronoun **yo**, *I*, begin with lower case letters.

<b>la gramática española,</b> <i>(the) Spanish grammar</i>
<b>lunes,</b> <i>Monday</i>
<b>él y yo,</b> <i>he and I</i>

- B. In titles only the first word, as a rule, is capitalized. Proper names, of course, are capitalized.

<b>Estudio histórico y crítico sobre la conquista de la América del Sur</b>
<i>An Historical and Critical Study of the Conquest of South America</i>

VIII. **Classroom Expressions (Frases para la clase):**

<b>Buenos días.</b> <i>Good morning.</i>	<b>Buenas tardes.</b> <i>Good afternoon.</i>
<b>Buenas noches.</b> <i>Good night.</i>	<b>¿Cómo está usted?</b> <i>How are you?</i>
<b>¿Muy bien, y usted?</b> <i>Very well, and you?</i>	<b>¿Qué tal?</b> <i>How goes it?</i>
<b>Así, así.</b> <i>So, so.</i>	<b>Sin novedad.</b> <i>As usual.</i>
<b>¿Cómo se llama usted?</b> <i>What is your name?</i>	<b>Me llamo...</b> <i>My name is...</i>
<b>¡Hasta luego!</b> <i>See you later!</i>	<b>¡Hasta mañana!</b> <i>See you tomorrow!</i>
<b>¡Adios!</b> <i>Good-bye!</i>	<b>Con permiso.</b> <i>Excuse me.</i>
<b>Con mucho gusto.</b> <i>With pleasure.</i>	<b>Gracias.</b> <i>Thank you.</i>
<b>¿Cómo se dice?</b> <i>How do you say?</i>	<b>¿Cómo se escribe?</b> <i>How do you write?</i>
<b>No entiendo.</b> <i>I don't understand.</i>	<b>No sé.</b> <i>I don't know.</i>
<b>Repita, por favor.</b> <i>Please repeat.</i>	<b>Estoy listo(a).</b> <i>I am ready.</i>

**Please note:** The contents of this introduction are for your information and reference, but, with the exception of the alphabet, do not need to be committed to memory.

## Una clase diferente

Las tres niñas de la familia Gonzales tienen una clase de música todos los días. No es como las otras clases. Los estudiantes no están sentados en la mesa, ni en los escritorios, sino en un círculo. El profesor no escribe en la pizarra, y las niñas ni siquiera llevan una pluma. Sí, tienen un libro, y cada página tiene ejercicios interesantes para la voz. La música aún tiene su propio vocabulario, y las niñas lo aprenden como tú aprendes el español.

<b>VOCABULARIO ADICIONAL, <i>Additional Vocabulary:</i></b> <i>(Provided for reference. Does not need to be memorized.)</i>			
el día	<i>the day</i>	la voz	<i>the voice</i>
como	<i>like/as</i>	propio	<i>own (adj.)</i>
ni	<i>neither</i>	aun	<i>even</i>
el escritorio	<i>the desk</i>	aprender	<i>to learn</i>
ni siquiera (phrase)	<i>not even</i>		

<b>PREGUNTAS, <i>Question words/phrases</i></b> <i>(to be used throughout course):</i>			
¿Cuánto(a,os,as)...?,	<i>How many...?</i>	¿Dónde...?,	<i>Where...?</i>
¿Qué...?,	<i>What...?</i>	¿Cuándo...?,	<i>When...?</i>
¿Cómo es...?,	<i>How is...?</i> <i>What is...like?</i>	¿Porqué...?,	<i>Why...?</i>
¿Cómo...?,	<i>How...?</i>	¿ Quién...?,	<i>Who...?</i>

## LESSON I-LECCIÓN PRIMERA

GENDER, TENER

Estudiantes, Students: ¿Qué lección tenemos hoy? — *What lesson have we today?*

Profesor, Teacher: Tenemos la lección primera. — *We have Lesson I.*

### LECCION DE GRAMATICA, *Grammar Lesson*

**Género, Gender.** Spanish has only two genders: masculine and feminine. Most nouns ending in **o** are masculine; in **a**, feminine. The indefinite article, *a* or *an*, is **un** for the masculine and **una** for the feminine.

Examples:

un libro, <i>a book</i>	una página, <i>a page</i>
un ejercicio, <i>an exercise</i>	una pluma, <i>a pen</i>

**Tener, to have.**

tener, to have					
(singular)			(plural)		
yo	tengo	<i>I have</i>	nosotros	tenemos	<i>we have</i>
tú	tienes	<i>you have</i>	vosotros	tenéis	<i>you (plural) have</i>
él/ella/ud.	tiene	<i>he/she/it (you formal) has</i>	ellos/ellas/uds	tienen	<i>they have</i>

**\*Usage notes:** The English *you* indicates second person singular and plural. The Spanish *you* requires more explanation, and the distinctions are culturally significant.

- **Tú**--*familiar* second person singular--used for friends or family members, younger people
- **Usted** (abbreviated--**Ud.**)--*formal* second person singular--used to respectfully address someone not well known, older or in authority
- **Vosotros**--*familiar* second person plural, *you all*--This form is generally not used in Latin America, so it will be introduced, but not included in exercises.
- **Ustedes** (**Uds.**)--second person plural for both *familiar* and *formal* usage

### VOCABULARIO PRINCIPAL, *Principal Vocabulary*

(to be memorized)

un ejercicio	<i>an exercise</i>
una pizarra	<i>a blackboard</i>
un libro	<i>a book</i>
una pluma	<i>a pen</i>
un vocabulario	<i>a vocabulary</i>
español	<i>Spanish</i>
una mesa	<i>a table</i>
de	<i>of</i>
una página	<i>a page</i>
y	<i>and</i>

**LECTURA, Reading:**



# **SPANISH LITERATURE LEVEL 2**

## ***Reading Guide***



## Most Frequently Used Spanish Verbs:

ser  
(to be -essential/permanent quality)

yo soy	<i>I am</i>	nosotros somos	<i>we are</i>
tú eres	<i>you are</i>	vosotros sois	<i>you are</i>
él/ella/ud. es	<i>he/she is</i>	ellos/ellas/uds son	<i>they are</i>

estar  
(health, location, state)

yo	estoy	<i>I am</i>	nosotros	estamos	<i>we are</i>
tú	estás	<i>you are</i>	vosotros	estáis	<i>you are</i>
él/ella/ud.	está	<i>he/she are</i>	ellos/ellas/uds	están	<i>they are</i>

tener (to have)

yo	tengo	<i>I have</i>	nosotros	tenemos	<i>we have</i>
tú	tienes	<i>you have</i>	vosotros	tenéis	<i>you have</i>
él/ella/ud.	tiene	<i>he/she has</i>	ellos/ellas/uds	tienen	<i>they have</i>

hacer (to do, to make)

yo	hago	<i>I make/do</i>	nosotros	hacemos	<i>we make/do</i>
tú	haces	<i>you make/do</i>	vosotros	hacéis	<i>you make/do</i>
él/ella/ud.	hace	<i>he/she makes/does</i>	ellos/ellas/uds	hacen	<i>they make/do</i>

poder (to be able)

yo	puedo	<i>I can</i>	nosotros	podemos	<i>we can</i>
tú	puedes	<i>you can</i>	vosotros	podéis	<i>you can</i>
él/ella/ud.	puede	<i>he/she can</i>	ellos/ellas/uds	pueden	<i>they can</i>

# Lesson 1: Cancun

## PREPARE

Practice the following vocabulary to better understand the lesson reading. Use Quizlet to help with pronunciation.

Quizlet: [SP Lit Level 2 Lesson 1](#)

Key Vocabulary		
<b>mirar</b> to look	<b>responder</b> to respond	<b>querer</b> to want
<b>pasar</b> to pass/spend	<b>comer</b> to eat	<b>hacer</b> to make, to do
<b>emocionado(a)</b> excited	<b>contento(a)</b> happy, contented	<b>situado(a)</b> located, situated
<b>la playa</b> the beach	<b>para</b> to/for	<b>pero</b> but

As you read, look for the following structures:

Grammatical Structures
<p><i>¡Mira el resort!</i></p> <p>Though <i>mira</i> looks like the third person singular conjugation--"he looks"--in this context it is in the imperative (command) form (second person singular affirmative) and means--"Look!"</p>
<p>--Oooooh--<i>le responde su hermana, Katie...</i></p> <p>The indirect object <i>le</i> indicates that Katie responds "to him."</p>
<p><i>...no es posible hacerlas mañana.</i></p> <p><i>Las</i> is added to <i>hacer</i> in this sentence as a direct object pronoun--meaning to do "them."</p>

## PROCEED

Scan the assigned section of the text. Identify any cognates (words that look like their English equivalents) and vocabulary you already know. Note any words that you do not recognize in your Modern Language Notebook, and look them up in the glossary.

Chapter Title Spanish	Chapter Title English	Chapter	Page	First word/phrase	Final word/phrase
Cancún	Cancun	1	1-2	¡Mira el resort!	Brandon irritado.

Listen to the audiobook for this selection while following along in the text.

## PROCESS

Give an oral narration of this selection in English.

Choose 1-3 sentences from the text that summarize or represent this selection. Copy the sentences into your Modern Language Notebook as a written narration.

## Lesson 2: Cancun

### PREPARE

Practice the following vocabulary to better understand the lesson reading. Use Quizlet to help with pronunciation.

Quizlet: [SP Lit Level 2 Lesson 2](#)

Key Vocabulary		
<b>entrar</b> to enter	<b>con</b> with	<b>el dormitorio</b> the bedroom
<b>ir</b> to go	<b>ni</b> nor, not even	<b>necesitar</b> to need
<b>dormir</b> to sleep	<b>irse</b> to leave	<b>ver</b> to see, watch
<b>ir a + inf.</b> to be going to	<b>mañana</b> tomorrow, morning	<b>sólo</b> only

As you read, look for the following structures:

Grammatical Structures						
<p><i>Ir</i> is an irregular verb. It is conjugated as follows:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>yo <i>voy</i></td> <td>nosotros <i>vamos</i></td> </tr> <tr> <td>tú <i>vas</i></td> <td>vosotros <i>váis</i></td> </tr> <tr> <td>él/ella <i>va</i></td> <td>ustedes <i>van</i></td> </tr> </table>	yo <i>voy</i>	nosotros <i>vamos</i>	tú <i>vas</i>	vosotros <i>váis</i>	él/ella <i>va</i>	ustedes <i>van</i>
yo <i>voy</i>	nosotros <i>vamos</i>					
tú <i>vas</i>	vosotros <i>váis</i>					
él/ella <i>va</i>	ustedes <i>van</i>					
<p><i>Los padres de Brandon se van a su dormitorio. / ¡Vamos a irnos a las 7:00...</i></p> <p>These are examples of the reflexive verb, <i>irse</i> in use. A <b>reflexive verb</b> communicates an action that the subject does to or for himself. The <b>reflexive pronoun</b> is added to the end of the infinitive form of the verb. The pronoun precedes the verb when the verb is conjugated. The pronoun also changes with the subject of the sentence as seen in the second example.</p>						
<p><i>¡Voy a ver películas toda la noche!</i></p> <p>This is an example of <i>ir a + the infinitive form a verb</i>. It communicates intent to do something in the future. "I am going to watch..."</p>						

### PROCEED

Scan the assigned section of the text. Identify any cognates (words that look like their English equivalents) and vocabulary you already know. Note any words that you do not recognize in your Modern Language Notebook, and look them up in the glossary.

Chapter Title Spanish	Chapter Title English	Chapter	Page	First word/phrase	Final word/phrase
Cancún	Cancun	1	2-3	La familia	sólo un película.

Listen to the audiobook for this selection while following along in the text.

### PROCESS

Give an oral narration of this selection in English.

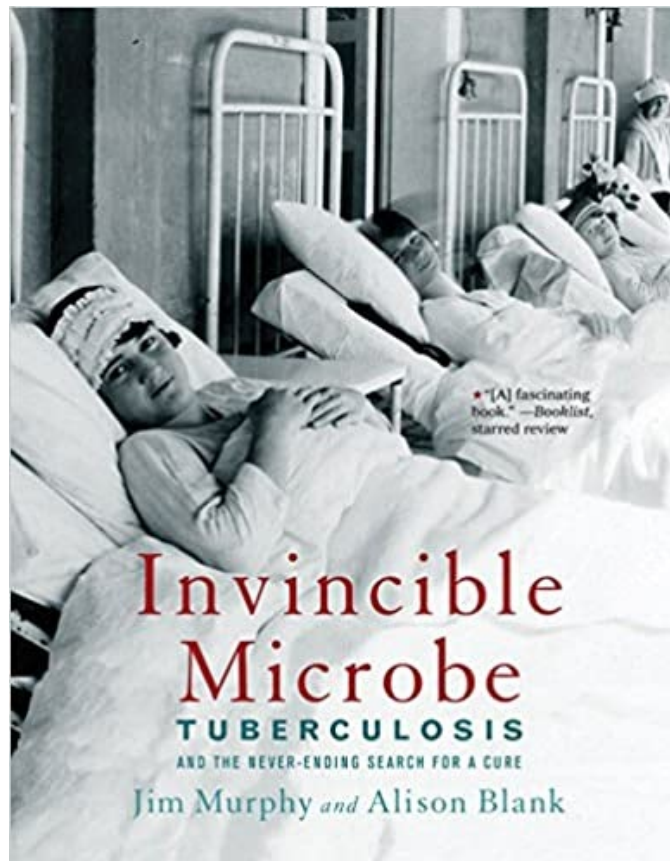
Choose 1-3 sentences from the text that summarize or represent this selection. Copy the sentences into your Modern Language Notebook as a written narration.



# LAB BOOK

## *Invincible Microbe:*

*Tuberculosis and the Never-Ending Search for a Cure*



## Lab 1: Germs


### **Note**

This lab comes from the Teaching Channel. The video is intended for teachers to watch prior to leading students through the activity. Students will have one (1) lab period to complete Lab 1.

### **Introduction**

Many bacteria are harmless. There are many that we actually need in order to be healthy. Others are disease-causing germs. The lab this week is a simulation to demonstrate how quickly germs can spread. When we cough or sneeze or share a cup with others, we pass fluids from our bodies to those around us. These fluids can be in the air, on our hands, and on any objects that we touch. Teachers will prepare small cups of “body fluid” that will be exchanged when the student interacts with others. How many people do you think will be “infected”? Will we be able to determine who inoculated the group? Don’t worry—our “body fluid” is just pretend!

### **Materials**

-  Website: [Teaching Channel](#) (You will need to create an account.)
- Lab Book for this course
- Bathroom cups - plastic is best, but paper could be used if you prep just before the activity
- Milk
- Corn starch
- Iodine
- A group of at least 8-12 people (a group could be simulated, but is more difficult)

### **Procedure**

1. The lab for this week requires a brief prep. A bathroom cup with about 2 Tbsp of milk should be prepared for each group member. If a student is working alone, then 8-12 cups could be prepared to simulate a group. Write names of people they know on the cups. “Infect” one of the cups with 2 tsp of cornstarch and mix well.
2. Each group member will take their cup and “interact” with 3-4 other group members.
  - At each interaction, the student will swirl their own cup before passing the body fluid first to one cup, then back to the other in its entirety, and finally splitting back up between the two cups.
  - Always swirl prior to transferring the fluid to ensure good mixture. (If the student is working alone with a simulated group, they should simulate a true group interaction where different people are interacting in concert rather than having one cup interact with 3 others and then moving along in turn. They will also need to keep track of who interacted with whom in this situation.)
3. After all the interactions are complete, add 1-2 drops of iodine to each cup and swirl one last time.
  - Each group member whose fluid turns bluish-black has been infected... but which one inoculated the group in the first place?
  - Those that did not turn bluish-black are safe.
  - Record your results.
4. Of the group members who are suspected, those that exchanged fluids with anyone who is safe were infected by someone else.
  - None of them inoculated the group and they are no longer suspected.
  - Continue ruling out suspected group members in the same way until only one remains. This is the individual who inoculated the group.

### ***Data Analysis***

How many group members were infected? How many were safe? Can you calculate the percentage of people infected? Were you able to determine from whom the disease came?

### ***Make it Your Own***

Think about how this activity relates to what you know about Covid-19. Design an experiment in which you test the effects of social distancing.

## Lab 2: Bacterial Life

### **Note**

Students will have four lab periods to complete Lab 2.

### **Introduction**

Bacteria are so small that you probably will not be able to see inside them on your classroom microscope. Bacteria are prokaryotes, which means that they do not have a nucleus like eukaryotic cells. Bacteria have circular DNA that is not bound by a membrane. The ease of manipulating this type of DNA is one reason why bacteria are so often used for recombinant technology. Recombinant proteins are produced when scientists insert the instructions for a desired protein into a bacteria and then allow the bacteria to become a biological factory. Bacteria are also very easy to grow. In Lab 2, students will culture some bacteria from their own mouths and test the effectiveness of selected antimicrobial agents.

### **Materials**

- Agar plates, 3 for each set of 3 test conditions
- Marker
- Sterile cotton swabs
- Sterile gloves
- Forceps (tweezers)
- Rubbing alcohol (~90%)
- Antibiotic disks and/or Sterile disks (for testing your own antimicrobial agents)
- Warm location for incubation
- *Optional*
  - Your own antimicrobial agents, such as a suspension of garlic powder, essential oils, household cleaner, hand sanitizer, etc.
  - Tape or parafilm

### **Procedure**

1. Turn all of the agar plates top side down and use a marker to divide into quadrants.
  - Write “Control” in one quadrant of each plate.
  - Mark each of the remaining quadrants for the antimicrobial agents to be tested.
  - Each test condition should be done in triplicate. So, plate 1 would have the control, condition A, B, and C. Plates 2 and 3 would repeat the same sample set. If there are conditions D, E, and F to be tested, then these would require another set of 3 plates to culture a control and the additional set of test conditions.
  - When the plates are all labeled, turn them back over.
2. With gloved hands, use a sterile cotton swab to rub the inside of the mouth for 10 seconds.
  - Evenly and gently rub the cotton swab over the entire surface of one of the plates. You want to try to distribute the sample evenly across the surface.
  - Throw the swab out and cover each plate with the lid when finished inoculating.
  - Take a new, sterile swab to repeat for each plate.
3. Use rubbing alcohol to sterilize the forceps.
4. Pick up a single, sterile disk with the forceps.
  - If you are using the antibiotic disks, they are ready for application.
  - If you are preparing your own disks, then dip the disk into the liquid antimicrobial agent.
  - Remove the lid of the plate and place the disk into the center of the appropriate quadrant.
  - Use the forceps to gently press the disk onto the surface of the agar before replacing the lid.

5. Clean the forceps with rubbing alcohol between disks and be sure to use the same technique for each disk.
  - Apply a plain disk to the control quadrant.
6. When inoculation of all plates is complete, turn the plates back over (top side down) and incubate them in a warm (but not hot) location.
  - You may wish to tape or parafilm the plates to help secure them, but this is optional.
  - They may be stacked on top of each other for incubation.
7. Check on the plates daily and make notes about your observations. Do not remove the lids to do this.
  - Once you have good even growth over the surface of the plate, notice if there are zones around any disks where growth is absent. If so, measure and record the diameter of the zone in mm.
  - Continue to observe and measure these zones for up to a week to see if the bacteria become resistant to the antimicrobial agent and push into the zone.
8. Put all of the plates into a plastic bag and throw them away when you are finished with them.

### ***Analysis***

Did you observe uniform growth across the plates? If not, why not? Which agents demonstrated effectiveness against the bacteria from your mouth? Which ones were not effective? On which day were your zones at their peak effectiveness? Average the measurements for each agent at their peak. Which one was most effective? Did the bacteria become resistant to any of the agents with time? If so, which ones? Why was it important to plate the conditions in triplicate?

### ***Make it Your Own***

What kinds of products do people use to control bad breath? Design an experiment to test the effect of some of these products on mouth bacteria in order to determine which products are worth the money.