

# **ESPAÑOL**

## 2006 NATIONAL SPANISH EXAM RESULTS

### **Level 1:**

1st place: Laura Doll, Cathedral, Bismarck, L. Schroeder  
2nd Place (tie): Sean Cleary, Cathedral, Bismarck, L. Schroeder  
2nd Place (tie): Andrea Taborsky, Cathedral, Bismarck, L. Schroeder  
3rd Place: Stephanie Longtin, Mandan HS, Mandan, T. Waltz  
Honorable Mention: Alyssa Gruchala, Minto HS, Minto, J. Mohagen  
Honorable Mention: Tailer Varud, Mandan HS, Mandan, T. Waltz

### **Level I OE:**

1st Place: Grant Bakke, Cathedral, Bismarck, L. Schroeder

### **Level 2:**

1st Place: Derek Miller, St. Mary's, Bismarck, J. Fritz  
2nd Place: Kirsten Gieser, Mandan HS, Mandan, T. Waltz  
3rd Place: Nick Kelly, Mandan HS, Mandan, T. Waltz  
Honorable Mention: Weston Swetich, St. Mary's, Bismarck, P. Schmidt  
Honorable Mention: Matt Klein, Mandan HS, Mandan, T. Waltz

### **Level 3:**

1st Place: Seth Aberle, St. Mary's, Bismarck, P. Schmidt  
2nd Place: Sam Tieszen, Fargo North, Fargo, D. Smithson  
3rd Place: Rachel Leingang, Mandan HS, Mandan, J. House  
Honorable Mention: Briana Wilhemi, Fargo North, Fargo, D. Smithson  
Honorable Mention: Anna Bury, St. Mary's, Bismarck, P. Schmidt

### **Level 3 BL:**

1st Place: Jose Medina, Fargo North, Fargo, D. Smithson  
2nd Place: Thadeus Carnalla, Fargo North, Fargo, D. Smithson

### **Level 4:**

1st Place: Dustin Eckroth, Mandan HS, Mandan, J. House  
2nd Place: Shalane Reeves-Torkelson, Bismarck HS, Bismarck, G. Solemsaas  
3rd Place (tie): Paul Moch, Mandan HS, Mandan, J. House  
3rd Place (tie): Jessica Odegard, Bismarck HS, Bismarck, G. Solemsaas  
Honorable Mention: Sarah Boe, Bismarck HS, Bismarck, G. Solemsaas  
Honorable Mention: Jennifer Reinbold, Bismarck HS, Bismarck, G. Solemsaas

### **Level 4 OE:**

1st Place: Jasmine Cloven, Fargo North, Fargo, D. Smithson

*Submitted by Melanie Bernier, NSE Coordinator*

**AATSP BUSINESS MEETING**  
**April 8, 2006**  
**Jamestown, ND**

President Gloria Gleave called the meeting to order. The minutes from the Fall Conference 2005 were read, motion to approve by Carol Forster, second by Liana Henderson, motion passed. The financial report was read, motion to approve by Carol Forster, second by Faye Miller, motion passed.

Old Business: Gloria Gleave gave the NSE coordinator report. The NSE was done on-line this year and all appears to have gone well. Susan Devine reported that prize money and the coordinator stipend still needed to be paid from the budget and that \$808 was available for that purpose. Pat Taylor mentioned that school counselors may have money available for students in need for such things as the NSE, Festival of Nations, or other school sponsored events that cost money for the students to participate.

New Business: Gloria Gleave shared information she had received on the ISE award through AATSP that has a deadline of May 15 (go to their website for more information and for an application), the AATSP Annual Conference in Salamanca, Spain in July 2006, and the University of Washington's Guatemala Experience – Immersion in the Spanish Language program.

Gloria Gleave reported that her term as president was up and that election of officers needed to take place. Faye Miller was elected President, Naomi Muscha was elected Vice-President, and Susan Devine volunteered for Secretary-Treasurer. Melanie Bernier will continue as NSE Coordinator. All were elected by a consensus of the group.

The possibility of creating an AATSP-ND website was discussed. Susan Devine will investigate the possibility over the summer and will report to the AATSP members at the Fall Conference in Bismarck.

Gloria Gleave adjourned the meeting. The next AATSP business meeting will be held during the Fall Conference, October 19 and 20, 2006, in Bismarck.

Several members shared lesson plans, recipes, and ideas for incorporating food and food culture to the classroom experience. Liana Henderson of Minot State University asked the group to send brochures, announcements, and other pertinent information regarding the National Endowment for the Arts, as she is interested in commissioning dancers to perform and teach dances to her students at MSU.

*Respectfully submitted, Susan Devine, AATSP Sec.*

## **WHAT TEACHERS MAKE**

The dinner guests were sitting around the table discussing life. One man, a CEO, decided to explain the problem with education. He argued, "What's a kid going to learn from someone who decided his best option in life was to become a teacher?" He reminded the other dinner guests what they say about teachers, "Those who can, do. Those who can't, teach."

To stress his point he said to another guest,  
"You're a teacher, Susan. Be honest. What do you make?"

Susan, who had a reputation for honesty and frankness replied,  
"You want to know what I make?  
I make kids work harder than they ever thought they could.  
I make a C+ feel like the winner of  
the Congressional Medal of Honor.  
I make kids sit through 40 minutes of study hall  
in absolute silence.  
You want to know what I make?  
I make kids wonder. I make them question.  
I make them criticize. I make them apologize and mean it.  
I make them write. I make them read, read, read.  
I make them show all their work in math and  
perfect their final drafts in English.  
I make them understand that if you have the brains,  
and follow your heart, and if someone ever tries  
to judge you by what you make,  
you must pay no attention  
because they just didn't learn."

Susan paused and then continued,  
"You want to know what I make?  
'I MAKE A DIFFERENCE.' What do you make?"

"Teachers make every other profession possible!"

*Submitted by Jeannie Rodriguez, Fargo*

### **P-16 INITIATIVE: A MODEL TO INCREASE ALIGNMENT, PRE-SCHOOL THROUGH COLLEGE**

A growing number of states are examining how they can do a better job of connecting the various levels of their education system - early learning, K-12 and postsecondary. Driving these efforts are new challenges and pressures, including changes in the economy and workplace, demographic shifts, and advances in technology and telecommunications. There is also widespread and growing concern over the enormous number of young people who move from one level of the system to the next without the knowledge and skills they need to succeed at that level. Creating a more integrated, seamless education system involves addressing many complex issues, including standards, assessment, teacher education, college admissions policies, governance, funding streams and institutional turf issues. Over the past decade, states have begun to move away from dealing with such issues on a piecemeal basis toward a more comprehensive approach known as "P-16." This term reflects the vision of a coherent, flexible system of public education that stretches from preschool through postsecondary.

**The Concept:** Aligning curricula and expectations from grade to grade, as well as aligning high school graduation requirements with college entrance requirements ensures that students are 1) well prepared for each successive year of school; 2) aware of the expectations of each successive year; and 3) prepared for full participation in post secondary education. Close collaboration among institutions enables schools and outreach programs to provide students with the information they need to successfully enroll in postsecondary education.

**Strategies:** Schools and outreach programs can –

Talk about and support curricula and expectations that are aligned across grades from kindergarten to college.

Provide students with information about, and help with, the college application process prior to the senior year in high school.

Coordinate outreach programs with school programs to help students reach fluency in mathematics and reading early enough to prepare all students for advanced level math, and reading-based subject areas.

**Short Examples:**

- The feeder-system between K-12 schools in a school district encourages principals and teachers to talk regularly about curriculum alignment.
- Dual enrollment is established between the high school and community colleges.
- College faculty and high school faculty work together on college assessments, curricular expectations, and ways to share information about student achievement.
- Schools are involved in a variety of programs such as the School-to-Career initiative to help students learn about career and work options and the need for postsecondary education.
- Schools and the community have rich partnerships providing expanded financial resources, expanded personnel resources, and onsite internships for students.

[http://www.pathwaystocollege.net/collegereadiness/toolbox/frwk\\_p16.asp](http://www.pathwaystocollege.net/collegereadiness/toolbox/frwk_p16.asp)

<http://p16.nebraska.edu/about/history.shtml>

<http://www.ode.state.or.us/teachlearn/specialty/pre-post/standards/>

<http://www.network-democracy.org/camp/bb/is/alignment.shtml>

<http://www.cpe.ky.gov/committees/p16/>

## Top Ten List

**Phrases that don't translate well.**

**10. A otro perro con ese hueso.  
(You're putting me on.)**

Literal: To another dog with that bone.

**9. Antes que te cases mira lo que haces.  
(Look before you leap.)**

Literal: Before you marry, look at what you do.

**8. Cada quien tiene su manera de matar pulgas.  
(There's more than one way to skin the cat.)**

Literal: Everyone has their own way to kill fleas.

**7. Como el burro que tocó la flauta.  
(By pure luck.)**

Literal: As the burro played the flute.

**6. Salir de Guatemala y meterse en guatepeor.  
(Out of the frying pan and into the fire.)**

Literal: To leave Guatemala and arrive in worse cornstalks.

**5. El hijo de la gata, ratones mata.  
(Like father, like son.)**

Literal: The son of the cat kills mice.

**4. Entrada de caballo, salida de burro.  
(Don't start something you can't finish.)**

Literal: Enter on horseback, leave on a donkey.

**3. Tener más lana que un borrego.  
(To have money to burn.)**

Literal: To have more wool than a lamb.

**2. Yo tengo una tía que toca la guitarra.  
(What's that got to do with the price of tea in China?)**

Literal: I have an aunt that plays the guitar.

**1. Ir a donde el rey va solo.  
(To powder one's nose.)**

Literal: To go where the king goes alone.

*Submitted by Susan Devine, Bismarck High School*

**SONRISAS**

Teacher applicant:

After being interviewed by the school administration, the eager teaching prospect said:

Let me see if I've got this right. You want me to go into that room with all those kids, and fill their every waking moment with a love for learning, and I'm supposed to instill a sense of pride in their ethnicity, modify their disruptive behavior, observe them for signs of abuse and even censor their T-shirt messages and dress habits.

You want me to wage a war on drugs and sexually transmitted diseases, check their backpacks for weapons of mass destruction, and raise their self esteem.

You want me to teach them patriotism, good citizenship, sportsmanship, fair play, how to register to vote, how to balance a checkbook, and how to apply for a job.

I am to check their heads for lice, maintain a safe environment, recognize signs of anti-social behavior, make sure all students pass the state exams, even those who don't come to school regularly or complete any of their assignments

Plus, I am to make sure that all of the students with handicaps get an equal education regardless of the extent of their mental or physical handicap.

I am to communicate regularly with the parents by letter, telephone, newsletter and report card.

All of this I am to do with just a piece of chalk, a computer, a few books, a bulletin board, a big smile AND on a starting salary that qualifies my family for food stamps! You want me to do all of this and then you tell me. . .

. . . I CAN'T PRAY ????

YOU GOTTA BE KIDDING !!!!

*Submitted by Susan Devine, Bismarck High School*

## **DA PASTA DIET**

- 1) You walka pasta da bakery.
- 2) You walka pasta da candy store.
- 3) You walka pasta da Ice Cream shop.
- 4) You walka pasta da table and fridge.

And for those of you who watch what you eat, here's the final word on nutrition and health.

It's a relief to know the truth after all the conflicting medical studies:

1. The Japanese eat very little fat and suffer fewer heart attacks than Americans.
2. The Mexicans eat a lot of fat and suffer fewer heart attacks than Americans.
3. The Chinese drink very little red wine and suffer fewer heart attacks than Americans.
4. The Italians drink excessive amounts of red wine and suffer fewer heart attacks than Americans.
5. The Germans drink a lot of beer and eat lots of sausage and suffer fewer heart attacks than Americans.

CONCLUSION:

Eat and drink what you like. **Speaking English** is apparently what kills you so **learn another language...**

# Spanish Internet Activities - from <http://www.cita.net/lessons/>

## Spanish Level 1 and above

- [Latinos en los EEUU](#) Gabriela Garger
- [Tortillas vs. Tortillas](#) Valerie Hecht
- [¡Vamos a Granada!](#), Kristy Cross
- [Medios de Transporte en Cuba](#), Valerie Hecht
- [De Vacaciones en Bariloche](#), Richard Freeman
- [Hotels in Acapulco](#), Sue Guenette
- [La Familia Real](#), Kathleen Jacobs
- [Una Visita al Zoo de Madrid](#), Susan Erdman
- [Muralism, Muralists, and Murals](#), Carol Sparks
- [El Ballet Folklórico de México](#), Carol Sparks
- [El Museo del Prado](#), Pilar Agudelo
- [El Tiempo en la América del Sur](#), Martha Dratsioti
- [El Bosque Lluvioso](#), Carol Sparks
- [Cuentos](#), Carol Sparks
- [El Fútbol Femenino en España](#), Siobhan Williams
- [La Perla](#) , Fremont High School Teachers
- [Presentaciones de las Danzas en la Ciudad de México](#) , Carol Sparks
- [Excursiones en México](#), Cristian Alvarez
- [El Tiempo en Chile](#), Linda Miele
- [Honduras: A Cultural Lesson in English](#), Carol Sparks
- [El Mundo Maya](#), Carol Sparks
- [Puerto Rico](#) , Carol Sparks
- [Fiestas en Peru](#) , Linda Amour
- [Folk Dances in Spanish Speaking Countries](#) , Gloria Ulloa Rodriguez

- [Los Volcanes Mexicanos](#) , Gail Saucedo
- [De Vacaciones en Buenos Aires](#) , Lewis Johnson
- [Chocolate - The Food of the Gods](#), Gail Saucedo
- [What "El Chupacabras" means to me!!!](#) , Diane Rosner
- [Museums, Museums, Museums!](#) ,Carol Parris and Julie Pinzas
- [Alicate](#) , Carol Sparks
- [La Cocina de México](#), Carol Sparks
- [Los Próximos Conciertos en Madrid](#), Carol Sparks
- [El Calendario de Danzas Folklóricas Mexicanas](#) , Carol Sparks

### **Spanish Level 2 and above**

- [Ir de Compras por el Internet](#), Francisca Camargo
- [El Día de los Muertos](#), Gilberto Moreno
- [Mi niñez](#), Marcelo Leal
- [Las Reglas de Tráfico en Uruguay](#), Rosemary Soares
- [La Familia Real](#), Filomena Rocha
- [Un Museo Virtual](#) , Felipe Dobarganes
- [Recetas en Español](#) , Carol Hoffman
- [La Tele Madrileña en la Red](#), Walter Jansen
- [Diego Rivera](#) , Lynn Tracadas
- [Los Trenes de España](#) , Greg Eichler
- [Deportes en España](#) , Linda Amour
- [Artistas Mexicanos](#) , Josei Roguero
- [La Liga Mexicana de Béisbol](#) , Joanne Atkin
- [Venta y Compra de Vehículos](#) , Virginia Blankenship
- [Un Muralista Mexicano](#) , Guadalupe Diaz
- [Los Números de los Mayas](#) , Maggie Elliott

- [Visita al Zoológico](#), Dawne Ashton

### **Spanish Level 3 and above**

- [Breve historia de España](#), Miguel Hernandez
- [Comida Mexicana](#), Adriana Rentería
- [Comida](#), Renato Martinez
- [Museo el Prado](#), Renato Martinez
- [Frida Kahlo](#), Renato Martinez
- [Periódicos](#), Renato Martinez
- [Música](#), Renato Martinez
- [Personajes: Salvador Allende](#), Renato Martinez
- [Metro de Madrid](#), Renato Martinez
- [El Surrealismo](#), Wanda Snow
- [El Día de las Madres](#) , Isabel Vasquez
- [Tapas](#) , Carol Pomares
- ["El Velorio" by Francisco Oller](#) , Maritza Salguiero-Carlisle
- [Culture of Spain](#) , Becky Walleen and Andrea Roberds
- [Las Líneas de Nasca](#) , Heddy Olivos
- [Dos Fiestas](#) , Sandra Mack

### **Spanish Level 4 and above**

- [Los Desaparecidos de Chile](#), Gabriela Ibarra-Estrada
- [La Batalla de Puebla \(Cinco de Mayo\)](#), Sharon McKinney
- [El Día de los Muertos en Michoacán, Mexico](#), Miguel Leyto
- [Frida Kahlo y Ana María Matute](#) , Elsa Danner
- [Jorge Luis Borges and His Work](#) , Jairo Jimenez
- [La Nutrición](#) - Span. for Span. speakers, Gloria Ulloa Rodriguez
- [El Museo del Prado](#) , Kathleen Hagey

- [La Lengua de las Jarchas](#) , Julian Randolph
- [El Prado](#) , Dawne Ashton

*Submitted by Mary Ann Crow, Bismarck High School*

Another great site for your students to visit if you are traveling abroad with them is [www.studyspanish.com/travel/index.htm](http://www.studyspanish.com/travel/index.htm). This site has vocabulary words for the airport, restaurant, hotel, etc. that the students will encounter while in the Spanish-speaking country. ¡Buen viaje!

*Submitted by Susan Devine, Bismarck High School*

**English, French & Spanish literary works online:** <http://www.badosa.com/main.pl?l=en&m=010100>

*Submitted by Mary Ann Crow, Bismarck High School*

**Senate Resolution 308 designating 2006 as the "Year of Study Abroad" has been approved.**

[http://www.worldlearning.org/news/2005/senate\\_2006\\_studyabroad\\_resolution.html](http://www.worldlearning.org/news/2005/senate_2006_studyabroad_resolution.html)

*Submitted by Mary Ann Crow, Bismarck High School*

**Advice to the new foreign language teacher:**

<http://www.cortland.edu/flteach/FAQ/FAQ-Advice-New-Teacher.html> (From the FLTeach website)

**Here are wonderful suggestions for what to do the first days of school in foreign language classes of all kinds:**

<http://www.cortland.edu/flteach/FAQ/FAQ-First-Days.html> (From the FLTeach website)

*Submitted by Mary Ann Crow, Bismarck High School*

**Here is another terrific resource for Spanish, French, German and Italian:**

<http://www.ea1785.org/htm/Units/Upper/modlang/putnam/general/resour.htm>

*Submitted by Mary Ann Crow, Bismarck High School*

## **EN LA COCINA**

### **Shortcut Chilaquiles**

I first tasted chilaquiles at a breakfast buffet at a hotel in Mexico City and immediately fell in love with them. Chilaquiles are a breakfast food that cleverly makes use of day-old or more tortillas. I have added eggs to my version to increase their breakfast appeal and nutritional value. Although chilaquiles are traditionally eaten for breakfast, they make a great late afternoon snack paired with a cerveza.

Ingredients: leftover nachos, corn or vegetable oil, eggs, salsa or hot sauce

Preparation: Refrigerate leftover nachos. To prepare chilaquiles, heat oil over medium low heat. Add nachos and stir, allowing several minutes for tortilla chips to absorb oil. After the tortilla chips have softened, drain any excess oil. Add additional meat, jalapeños, tomatoes, and/or onions as desired. Stir while heating. Add any quantity of eggs depending on amount of leftover nachos, servings needed, or desired egg-to-nacho ratio. Stir well and cook eggs thoroughly. When finished, top with shredded cheese if desired. (You may want to microwave chilaquiles afterwards to melt cheese.) Salt lightly and serve with your favorite salsa or taco sauce.

*Submitted by Pam Fisher, Grand Forks Central HS*

## **IDEAS PARA LA CLASE**

### **Pass It**

1. Have students sit in a circle. Give each an item. This can be a plastic piece of food, a flashcard with a picture, a hygiene item like soap or toothpaste – whatever vocabulary is in the current unit.
2. First, have everyone in the class go around and name all the items in the circle. Say them first, and have students repeat them. Discuss them as you do this, too: is it red? green? big? small? and so on. You may also tell them to put it on their head, or other TPR suggestions you've been working on.

3. Name the items at random, and the student with that item displays it.
4. Next, pass the items while playing some music in the target language. When the music stops, everyone stops passing the objects, and ask, "Who has the (object)?" and the student with that object shouts out the word in the target language.
5. Repeat passing the items until students seem comfortable with the new vocabulary.

*Submitted by Susan Devine, Bismarck High School*

## **SECOND TIME AROUND**

Every fall students purchase new shoes for school. The first day of school I offer +3 pts. for any shoe box size 12 or larger. The best ones are the basketball shoe boxes. I save two or three of the largest for our "Shoebox International" project at Christmas. The others I use for storage for units of material in the classroom. An example of this would be a Foods Unit. For this unit I have both seven sets of word flashcards (size 2' x 3"), and seven sets of picture flashcards ( 5" x 7") for the kids to use in small groups. I also have the picture cards for Jay Nitschke's games of "Fruit Salad" and "Vegetable Soup". I also have little envelopes full of the papelitos for "Lo Siento" which was Avis Tvedt's game. Also included are the "Slap the Board Game" (two sets of 5' x 7"cards), and the cards for "Artista" are there too. This sounds like a lot of stuff but it is amazing how many things you can put into a size 13 shoebox. I put a label in large printing on all sides of the box (including the top and the bottom) as it will save hours of searching for the right box. I also tape into the lid of the box a list of all the games and activities I play with this unit. That is because I am getting older and it is hard to remember everything!!!!!! I have a largish cabinet and I tore out the bottom shelf as this added enough space for another layer of shoe boxes. All the boxes are piled in order of the heaviest on the bottom to the lightest on the top so the lighter boxes don't get squished in the bottom of the cabinet. I like this system a lot as I don't spend a lot of time searching for materials which are stored in various places or forgetting a great game until long after the unit is over. The boxes get hard usage and have to be replaced occasionally which is why I am always looking for shoe boxes. I have also started using smaller boxes for smaller units. The flashcards stay in better shape in the boxes than they did in big envelopes. I think it would work well for roving teachers also as all the materials would be easily located in one place. Hope this idea is useful to some of you.

*Submitted by Theresa Waltz, Mandan High School*

Please e-mail Susan Devine at [susan\\_devine@educ8.org](mailto:susan_devine@educ8.org) with your submissions for the Spring FLAND Newsletter. Also, send your comments and suggestions so that we can make the FLAND Newsletter even better! Thanks, again, to all who sent items for this edition. ¡Muchísimas gracias por todo!