



# Languages Other Than English

## PART II.2

The Family Album.....	2
Understanding the Greek Term “Hubris” ...	5
1st, 2nd, & 3rd Declensions .....	12

**NOTE:** This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Languages Other Than English Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



# The *Family* Album

## LOTE

### 1

- ▲ compose informal notes
- ▲ produce written narratives

For both levels of students, there is need for review of the conjugation of irregular verbs (ser, tener, and gustar). Checkpoint A students need to do basic conjugating to recall the verbs in question.



Julia: Muy bonita jóven baja le gusta el alimento.

*Students enjoy blending their creative, artistic abilities with their ability to write specific information in a second language.*

Teacher

## HERE IS THE PROCESS I USED:

I established the grammar to be reviewed, depending upon the level of students and then gave students copies of the performance task and the rubric. It was at this point I showed them samples of finished products to help set the standard of expectation for their endeavor. Once all questions were exhausted, I grouped students heterogeneously in cooperative learning groups of 3-4 students each.

Deborah C. Decker

Honeoye Falls-Lima High School

83 East Street

Honeoye Falls, NY 14472

(716) 624-7000



Grades 8-10

**Students assume responsibility for individual and collaborative endeavors, engage in critical thinking, and write short descriptions. For Checkpoint A students these descriptions would be confined to use of the present tense and basic vocabulary. For Checkpoint B students they would use a ranges of tenses and more sophisticated vocabulary, including a wide variety of adjectives.**

## HOW THE STUDENTS ATTACKED THE ASSIGNMENT:

Students sat in groups and began to develop their fictitious families. They asked numerous questions along the way and planned the type of pictures they planned to draw or find and use. *Checkpoint B* students work on culturally appropriate Spanish-speaking families.



David: Muy inteligente y contento El es alto y le gustan los tractores; no le gustan los deportes.

SPANISH  
CHECK POINT A  
MRS. DECKER

### **AUTHENTIC PERFORMANCE TASK:**

### **El Album de la Familia**

#### **PROGRAM OUTCOMES**

- assume responsibility for individual and collaborative endeavors
- engage in critical thinking

#### **COURSE OUTCOMES**

- write simple notes, letters, and short reports using basic vocabulary and commonly encountered structures in the present tense
- describe family members and their activities

#### **TASK DESCRIPTION:**

Within cooperative learning groups create a family album which includes the following:

- A. a decorative cover which includes the name (apellido) of your family
- B. family crest or coat of arms which characterizes your family through illustrations ( may include hobbies, nationality, heritage)
- C. You must have (8) eight members in your family. Each member must be given the following:
  - 1 name
  - 2 role within the family
  - 3 description
    - (3) three adjectives
    - (1) one like
    - (1) one dislike

**RUBRICS**

**APPEARANCE**

- 10 - 9 cover, illustrations, and family crest show excellent effort and organization; text is legible and neat; creativity is high
- 8 - 6 cover, illustrations, and family crest show good effort and organization; text is legible; creativity is good
- 5 - 3 cover, illustrations, and family crest show adequate effort and organization; text is legible; creativity is minimal
- 2 - 1 cover, illustrations, and family crest show minimal effort and poor organization; text is illegible; lacks creativity

**CONTENT**

- 10 - 9 description is complete and without error; shows high creativity
- 8 - 6 description is complete with minimal errors; creativity is adequate
- 5 - 3 description is partially incomplete with noticeable errors; lacks creativity
- 2 - 1 description is incomplete and errors are frequent; show no creativity

**COOPERATIVE LEARNING**

- 10 - 9 cooperation is excellent; workload is evenly distributed; positive interdependence is high
- 8 - 6 cooperation is good; workload is evenly distributed; positive interdependence is adequate
- 5 - 3 cooperation is inconsistent; workload is unevenly distributed; positive interdependence is inadequate
- 2 - 1 poor cooperation; workload is unevenly distributed; positive interdependence is lacking

**REFLECTION:**  
*REFLECTION:*

Students at many levels find that the challenge of this lesson is the cooperative learning aspect, especially working in heterogeneous groups. They experience difficulties learning to work effectively with one another and in determining the roles within their groups. Acquiring these skills is a lifetime benefit of studying a language other than English in this way.

# Understanding the Greek Term “Hubris”

## LOTE

1

- ▲ compose informal notes
- ▲ employ range of tenses
- ▲ read materials for native speakers
- ▲ comprehend native text
- ▲ write multiparagraphs
- ▲ use culturally appropriate vocabulary

## LOTE

2

- ▲ draw comparisons
- ▲ recognize cultural variations



*I monitored the groups closely and gave them tasks that they could not do alone. They needed each other to make a successful “snake.” The group served a dual function: students learned to work together; students who were struggling were still able to provide useful, valid contributions.*

Teacher

### Resources:

- *Dos Caras*, by Sabine Ulibarri
- *Rappacini’s Daughter*, by Nathaniel Hawthorne
- Any story and any theme from the target language which can be compared with an English work in your school curriculum.

Elaine Alberro Moss (Spanish)

Christine Stammer (English)

Spackenkill High School

112 Spackenkill Road

Poughkeepsie, NY 12603

(914) 463-7810

ELAINE7332@aol.com



Grade 11

**In the cooperative group projects of “Sequence Snakes” the students relished and learned more vocabulary usage and not just meaning.**

The learning experience is an interdisciplinary writing and analysis of the concept of hubris as it relates to a New Mexican work, *Dos Caras*, by Sabine Ulibarri and works students have studied in English classes. Previous to this learning experience in Spanish class, students had the experience of learning about the Greek term, hubris, through varied genres of literature, such as Sophocles’ play, *Antigone*, William Shakespeare’s, *Julius Caesar*, Edgar Allen Poe’s tale, *The Cask of Amontillado*, and Nathaniel Hawthorne’s allegory, *Rappacini’s Daughter*.

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## The teacher's road to an interdisciplinary lesson:

- Teacher introduced the story “Dos Caras” through the idea of contrasts and personal examples. She made a point of exposing students to new vocabulary in context, through the reading of the story. This vocabulary was reinforced daily in conversation.
- After detailed review of the story's plot and events, she put the students in cooperative learning groups and entrusted them with creating the visual project “Sequence Snakes.” She learned about the alternative means of assessment, “Sequence Snakes,” from Vicki Mike (Horseheads, NY). It allows teachers to check for students' understanding by having them create a visual “snake” of the story's events in chronological order.
- She listened to the tape recordings of the groups' “snakes” planning discussions. (This also is an idea from Vicki Mike which serves to keep students on task and speaking in the target language.)
- “Hubris” was explained in Spanish, followed by students giving examples from “Dos Caras” in most basic terms.
- She recalled examples of hubris from other stories that students had read in English, thus giving them a basis of literature to relate to in their native language.
- At this point she went back over the story in the target language, citing specific examples of hubris from the story, eliciting student responses about specific events. She reiterated examples which showed how hubris caused the ultimate destruction of the protagonist.
- Finally she modeled the types of information which were needed to successfully write an essay.

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## The students' travel along the road to a successful writing experience

- They took notes and asked both their Spanish and English teachers clarifying questions about hubris.
- They formed cooperative learning groups to review the events of the story and then to make their “Sequence Snakes.”
- Each group had worked with a tape recorder on their table recording their discussions in the target language.
- Each group gave an oral presentation and explanation of its completed “snake.”
- Each student wrote an essay comparing “Dos Caras” with one of the stories read in English class. Their essay needed to explain how hubris is evident in the two stories.

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*I was amazed by the results. I believe the students felt “safer” comparing the story to previously learned stories in their native language. They seemed more willing to take greater risks in their essay writing.*

Teacher

## El Orgullo Excesivo

El orgullo es una calidad importante en la vida y lo es una cosa buena para tener. Pero, el orgullo muy excesivo, que los griegos se llama el “hubris,” es dañino y últimamente peligroso. El orgullo excesivo es una emoción y un sentimiento de gran egoísmo. En Dos Caras, escrito de Sabine Ulibarri, el orgullo está presentado como un orgullo que es destructivo y malo. Por lo tanto, el orgullo excesivo puede ser una cosa peligrosa en la vida. Dos Caras se ilustra esto. En este cuento, ambos de los caracteres principales tienen el orgullo excesivo. En otras cuentas literarias, también, el orgullo excesivo se destruyen los caracteres. Según de The Scarlet Ibis, “El orgullo es una cosa terrible, una cosa maravillosa lo es una semilla que se aguanta dos vidas - la vida y la muerte.” En todo caso, es no importa como todo el mundo lo describen – el orgullo excesivo todavía se representa una cosa, y solamente una cosa – una calidad muy horrible.

En Dos Caras, Sabine Ulibarri describe un cuento que significa y está típico de qué se hizo cuando las personas en la historia tienen el orgullo excesivo. El “hubris,” como se define de los griegos, es orgullo que está llevando a los extremos destructivos. Esto es el caso en Sabine Ulibarri’s Dos Caras. Este cuento describe dos amigos, Beltrán y Ambrosio. Al principio del cuento, los dos hicieron todas cosas juntas. Los dos eran muy diferente. Uno bueno. El otro malo. Uno, rico, el otro pobre. Necesidad por un lado. Generosidad por el otro. De aquí, el título de este cuento: Dos Caras. Después de los dos se graduaron a Harvard, los dos volvieron a Albuquerque y empezaron a trabajar juntos. Ambrosio como presidente del banco de su padre. Beltrán como su vice-presidente. A pesar de que Ambrosio recibía los honores y los buenos sabores de los triunfos económicos del banco, el banco creció y enriqueció bajo la sabia mano del vice-presidente, Beltrán. Ambrosio lo conoció y empiezan a surgir problemas. El orgullo excesivo de Ambrosio intervino con la amistad de los dos amigos. La gente que sabe los dos, sabe que es Beltrán el genio detrás del éxito del banco. Ambrosio también lo sabe. A veces, cuando está solo, una vocecita, que nacida en su interior, le dice “Si no fuera por Beltrán, tú no valdrías nada.” Los celos y el orgullo excesivo de Ambrosio continuaron a intervenir entre la amistad. Luego en el cuento, su mejor amigo, su brazo derecho, se le había convertido en su fantasía en su peor enemigo. Ambrosio decidió matarlo, a causa de su orgullo muy excesivo y su



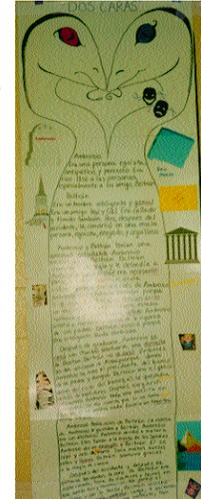
# ASSESSMENT

As a consequence of this learning activity, students discussed the concept of hubris in an intelligent fashion in the target language. They learned to write well in Spanish and they made the jump to a higher order of thinking. The attempt to analyze and compare hubris in two different literary works which stemmed from varied times and cultures, increased students' awareness of the universality of themes and people.

REFLECTION:  
REFLECTION:

# REFLECTION

Ultimately my students enjoyed this lesson, although initially, they were not too excited about "another story." However, they became more interested as the plot progressed and were fascinated by the ending.



MODELO A

<b>Grammar 5%</b>	1	2	3	4	5	6	7	8	9	10	
<b>Verb Tenses 20%</b>	4	8	12	16	20	24	28	32	36	40	
<b>Organization 15%</b>	3	6	9	12	15	18	21	24	27	30	
<b>Content 30%</b>	6	12	18	24	30	36	42	48	54	60	
<b>Expression of Thought 30%</b>	6	12	18	24	30	36	42	48	54	60	

Rubric designed by Elaine Alberio Moss, Spanish teacher and Dean Bushey, mathematics teacher.

***RUBRIC FOR “CULEBRITAS” SEQUENCE SNAKES  
DOS CARAS***

***SEQUENCE SCORE***

5	Included description of all 2 characters. Also included all major 8 events in the CUENTO in correct chronological order, and must include the moraleja or lesson learned.
4	Included description of all 2 main characters. Also included 6-7 of the major events in the CUENTO in correct chronological order and includes the moraleja or lesson learned.
3	Included description of 2 main characters, included 5 major events in the CUENTO in correct chronological order. The moraleja is included but not that clear.
2	Included description of 2 main characters. Included 4 major events in the CUENTO in correct chronological order . Did not include the moraleja.
1	Included description of only 1 character. Included 1 - 3 major events in the CUENTO in correct chronological order. No moraleja

***VOCABULARY***

5	students utilized 10 “DOS CARAS” vocabulary words or expressions correctly.
4	students utilized 8-9 “DOS CARAS” vocabulary words or expressions correctly.
3	students utilized 5 -7 “DOS CARAS” vocabulary words or expressions correctly..
2	.students utilized 2-4 “DOS CARAS” vocabulary words or expressions correctly
1	.students utilized 1 “DOS CARAS” vocabulary word or expression correctly

## ***VERB SCORE***

5	No errors at all on <u>usage</u> of the preterite vs imperfect tenses. No errors at all on any other verb/tense conjugations.
4	1 error on <u>usage</u> of the preterite vs imperfect 1 error on verb/tense conjugations
3	2-3 errors on <u>usage</u> of the preterite vs imperfect no errors on other verb/tense conjugations
2	4 errors on usage of the preterite vs imperfect 2-3 errors on verb/tense conjugations
1	5 or more errors on usage of the preterite vs imperfect. 4 or more errors on verb/tense conjugations

## ***GRAMMAR***

5	no grammatical errors at all
4	no more than 3 grammatical errors
3	no more than 4 grammatical errors
2	no more than 5 grammatical errors
1	6 or more grammatical errors

## ***DISPLAY/PRESENTATION SCORE***

5	very visually pleasing, legible, used other sources to illustrate the characters and the CUENTO. (such as clippings/pictures from magazines or drawings).
4	visually pleasing, legible, used other sources to illustrate the characters and the CUENTO. (such as clippings/pictures from magazines or drawings).
3	visually pleasing, legible, used other sources to illustrate the characters and the CUENTO. (such as clippings/pictures from magazines or drawings)
2	accurate visual display, fairly legible, used only one other sources to illustrate the characters and the CUENTO. (such as clippings/pictures from magazines or drawings)
1	fair visual display, fairly legible, did not use other sources to illustrate the characters and the CUENTO. (such as clippings/pictures from magazines or drawings).

NOMBRES: \_\_\_\_\_

SEQUENCE SCORE \_\_\_\_\_ x 4

VOCABULARY \_\_\_\_\_ x 4

VERB SCORE \_\_\_\_\_ x 4

DISPLAY/PRESENTATION SCORE \_\_\_\_\_ x 4

GRAMMAR \_\_\_\_\_ x 4

TOTAL GRADE \_\_\_\_\_

# 1st, 2nd & 3rd DECLENSIONS

**LOTE**

**1**

- ▲ demonstrate English awareness
- ▲ read/understand simple materials

The students will use their memorized endings to create Latin nouns and noun phrases while they keep in mind the different uses of the cases.

David R. Pellegrino

Pittsford-Mendon High School

Mendon Road

Pittsford, NY 14534

(716) 385-6759

Grade 9  
or Level I  
(any grade)

## PROCEDURE FOR TURNING GRAMMAR INTO MUSICAL PLEASURE:

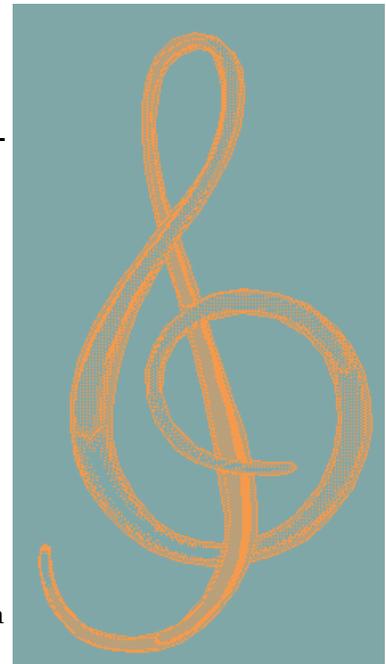
Students already know how to use the Nominative, Accusative, and Ablative with certain prepositions. This lesson will expand the uses of the Ablative and introduce the Genitive endings and use.

### The teacher:

1. reviews uses of the three cases in question
2. introduces new case (genitive) and makes comparison to English possessive
3. sings/ models the declension songs
4. encourages student sing-along
5. puts students in pairs to practice noun drills.

### The students:

1. fill out noun forms as teacher reviews cases
2. take notes on new case (genitive)
3. sing declensions songs with teacher
4. work in pairs completing noun drill forms.



**Noun Declensions without the Dative (Sung to the tune of "Good King Wenceslaus")**  
by David R. Pellegrino

N.B. Spell out the endings when you sing them,  
e.g. a, a, e, a, m, long a, a, e, a, r, u, m, a, s, long i, s

**1st Declension**

	s.	pl.
Nom.	-a	-ae
Gen.	-ae	-arum
Acc.	-am	-as
Abl.	-ā	-īs

is how to form 1st Declension.

**2nd Declension**

	s.	pl.
Nom.	-us	-i
Gen.	-i	-orum
Acc.	-um	-os
Abl.	-o	-īs

is how to form 2nd Declension.

**3rd Declension**

	s.	pl.
Nom.	---	-es (N.B. --- = anything)
Gen.	-is	-um
Acc.	-em	-es
Abl.	-e	-ibus

That is how to form 3rd Declension.

**1st Declension Song**

	s.	pl.
<b>Nom.</b>	<b>-a</b>	<b>-ae</b>
<b>Gen.</b>	<b>-ae</b>	<b>-arum</b>
<b>Acc.</b>	<b>-am</b>	<b>-as</b>
<b>Abl.</b>	<b>-ā</b>	<b>-īs</b>

**is how to form First Declension.**

### 2nd Declension Song

	s.	pl.
<b>Nom.</b>	<b>-us</b>	<b>-i</b>
<b>Gen.</b>	<b>-i</b>	<b>-orum</b>
<b>Acc.</b>	<b>-um</b>	<b>-os</b>
<b>Abl.</b>	<b>-o</b>	<b>-īs</b>

**is how to form Second Declension.**

### 3rd Declension Song

	s.	pl.
<b>Nom.</b>	<b>---</b>	<b>-es</b>
<b>Gen.</b>	<b>-is</b>	<b>-um</b>
<b>Acc.</b>	<b>-em</b>	<b>-es</b>
<b>Abl.</b>	<b>-e</b>	<b>-ibus</b>

**That is how to form Third Declension.**

**REFLECTION:**  
*REFLECTION:*

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## REFLECTION

The students really enjoy memorizing the endings when they are put to a song. It is no longer a chore. Since grammar and endings are so key to the understanding of a Latin passage, the students are better prepared (because they can remember the endings) to read a connected Latin passage with complete comprehension.

Nom	a	ae	us	i	—	es
Gen	ae	arum	i	orum	is	um
Acc	am	as	um	os	em	es
Abl	ā	is	o	is	e	ibus

Abl. p/a. intang.

91

Mihi praenōmen est \_\_\_\_\_ Noun Drill Quiz

\* 1. into the open space - in aream

Nom. Gen. Acc.-D.O. Acc.-Prep. Abl.-Prep. Abl.-No Prep  
 S. PL.

ārea, āreae, f. - 1st Decl. 2nd Decl. 3rd Decl.

\* 2. out of the ditch - e fossā

Nom. Gen. Acc.-D.O. Acc.-Prep. Abl.-Prep. Abl.-No Prep  
 S. PL.

fossa, fossae, f. - 1st Decl. 2nd Decl. 3rd Decl.

\* 3. I see my brothers. - fratres

Nom. Gen. Acc.-D.O. Acc.-Prep. Abl.-Prep. Abl.-No Prep  
 S. PL.

frāter, frātris, m. - 1st Decl. 2nd Decl. 3rd Decl.

\* 4. They went with the coachman. - cum ~~coachmanis~~ raedario

Nom. Gen. Acc.-D.O. Acc.-Prep. Abl.-Prep. Abl.-No Prep  
 S. PL.

raedārius, raedārii, m. - 1st Decl. 2nd Decl. 3rd Decl.

\* 5. The overseers are ordering the slaves. - vilici

Nom. Gen. Acc.-D.O. Acc.-Prep. Abl.-Prep. Abl.-No Prep  
 S. PL.

vilicus, vilici, m. - 1st Decl. 2nd Decl. 3rd Decl.