

Argentina and California, USA: A Comparative Learning Adventure

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2011 Fulbright-Hays Seminar Abroad Unit



Subject Areas: Social Studies, Language Arts, Science, P.E.

Topics: Provinces/States, Flags, Geography, Language, Food, Missions/Estancias, Indigenous Peoples, Endangered Animals, Sports, Government

Grade Level(s): 3-5

Unit Time Frame: Ten 45-60-minute lessons, one 2-hour culminating celebration

Summary: This unit will allow students in Argentina to learn about California counterparts, and for United States students to learn about Argentine topics. Each lesson will begin with a background “talk” by Argentina Tina, the mascot that was taken to Argentina by this project teacher. Each lesson will have comparative study between the Argentina perspective and the California perspective.



Argentina Tina took a trip with teachers to Argentina. Read what she learned about in each city she visited! Teachers can use the background information in each lesson and present it to students via Argentina Tina for a kid-friendly version.

Established Goals: (based on California State Standards grades 3–5)

Social Studies Standard 3.1: Students will describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context. 4.1 Students demonstrate an understanding of the physical and human features that define places and regions in California. 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

Science 4a: Students know that waves, water, and ice shape and reshape Earth's land surface.

Language Arts 2.0: Students make and confirm predictions about text, evaluate new information and hypotheses, and compare/contrast information on the same topic.

Physical Education: Students will use large motor skills to kick, run, and throw.

Key Understanding: Students will understand key differences and similarities between California and Argentina's language, culture, geography, and endangered animals.

Essential Questions:

- *What can we learn about people who live in Argentina?
- *How is my culture similar to and different from that of an Argentine?
- *How are California and Argentina similar and different?

Overview of Learning Activities:

1. Provinces and States/Countries: Students will compare how Argentina has provinces within the country and the United States has states.
2. Flags: Students will compare flags of Argentina and USA, as well as California and Buenos Aires province.
3. Geography: Students will identify and compare mountain ranges, waterfalls, coastal areas, forests, and deserts in Argentina and California.

4. Language: Students will compare Argentine Spanish with Californian Spanish.
5. Food: Students will prepare customary Argentine dishes and compare to their own customary dishes from home.
6. Missions/Estancias: Students will compare and learn about the functions of missions and estancias in California and Argentina.
7. Native Peoples: Students will compare Incas and California native tribes.
8. Endangered Animals: Students will choose one Argentine animal and one California endangered animal to research protections.
9. Sports: Students will practice soccer and rugby (Argentine pastimes) and compare to California popular sports.
10. Government: Students will identify key similarities and differences in United States' and Argentina's governments.

Culminating Activity: Argentina Fiesta—Students use recipes to prepare a dish at home and share with class during presentations. Local tango performers will perform while families enjoy this wrap-up.

Performance Tasks: Students will complete a “Passport to Argentina” booklet, stamping each successfully completed lesson (teacher discretion). The passport is 8.5” x 11”, so documents, drawings, maps, etc. can be glued inside each student’s passport pages. Students can create their own “passport” using a template from

http://www.fiarcircle.com/downloads/lessons/fc_passport.pdf.

A final written report will be submitted to teacher, following a provided rubric, which will demonstrate and show evidence of student learning and understanding of Argentina.

http://worksheets3.edhelperclipart.com/pdf/pdfchart1321834934_8264652.pdf

Lesson 1: Provinces/States and Countries

Objective: Students will compare how Argentina has provinces within the country and the United States has states.

Standards Focus:

Social Studies 4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

5.9 Students know the location of the current 50 states and the names of their capitals.

Teacher/Tina Background Information:

Argentina is the 8th largest country in the world, and is the 2nd largest country in South America. There are 23 provinces in Argentina, with the province of Buenos Aires being the largest and most powerful. Currently the population of Argentina is 40,200,000, with 13 million living in the Great Buenos Aires area.

California is one of fifty states in the United States of America. California has approximately 37,000,000 people living there, which is about 12% of the total United States total population. The United States has over 312,635,997 residents, and is about half the size of South America.

Materials:

Maps (attached) of South America, Argentina with provinces, United States with mainland states, Buenos Aires province, California
Highlighters

Procedure:

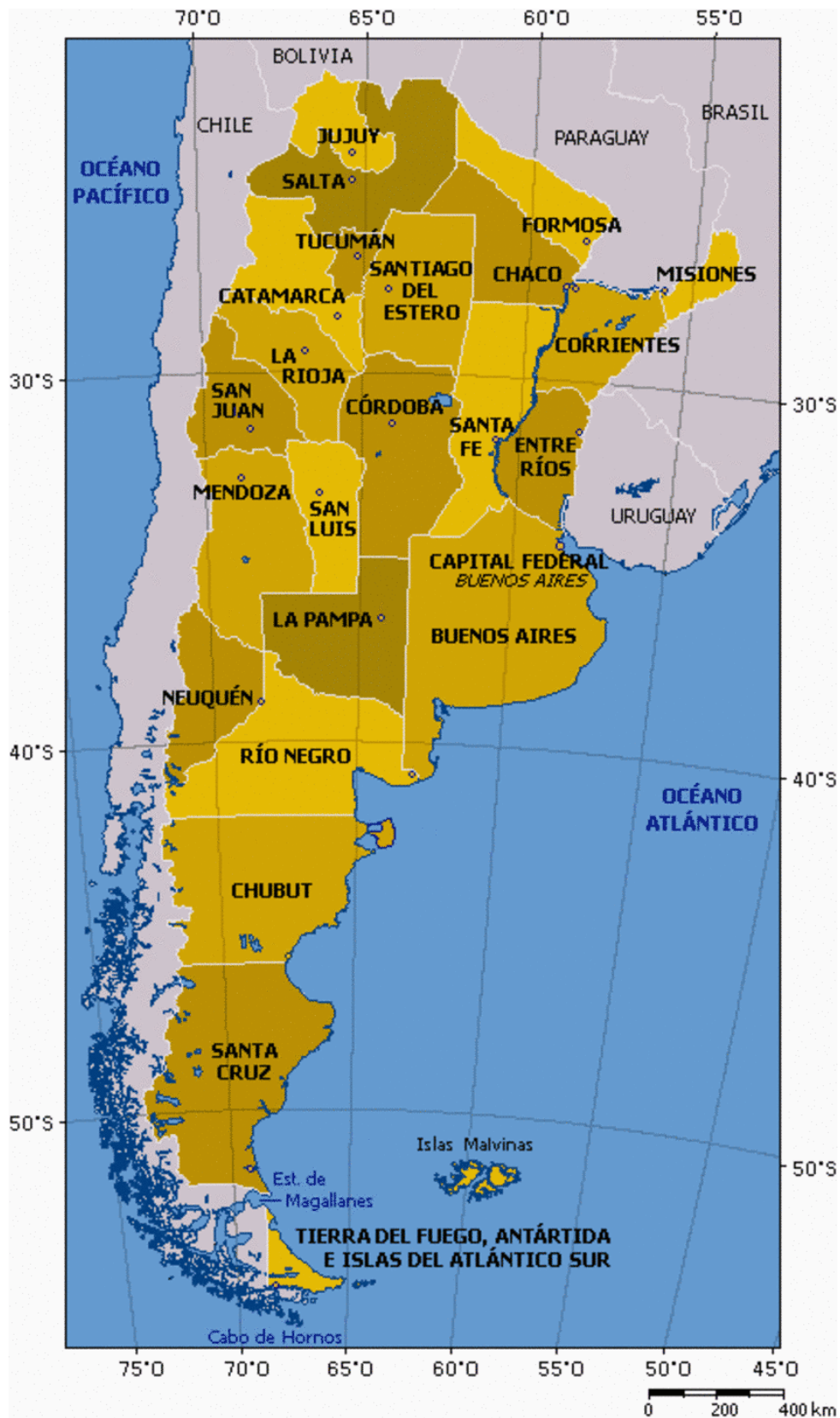
1. Students are shown both California on a U.S. map and Argentina on a South America map.
2. Distribute student maps. Direct students to identify the location of California on the U.S. map, Argentina on the South America map. Provide partners for students for peer assistance or guide students to locations using the map.
3. To add challenge for some students, ask students to identify each province/state/nation using a world map.

Assessment:

Teacher walks around the classroom observing and listening to students' Think-Pair-Share of their understanding of provinces/states and the two countries similarities and differences. Students glue their maps into their passports and summarize in 2-3 paragraphs.



Source: www.worldatlas.com



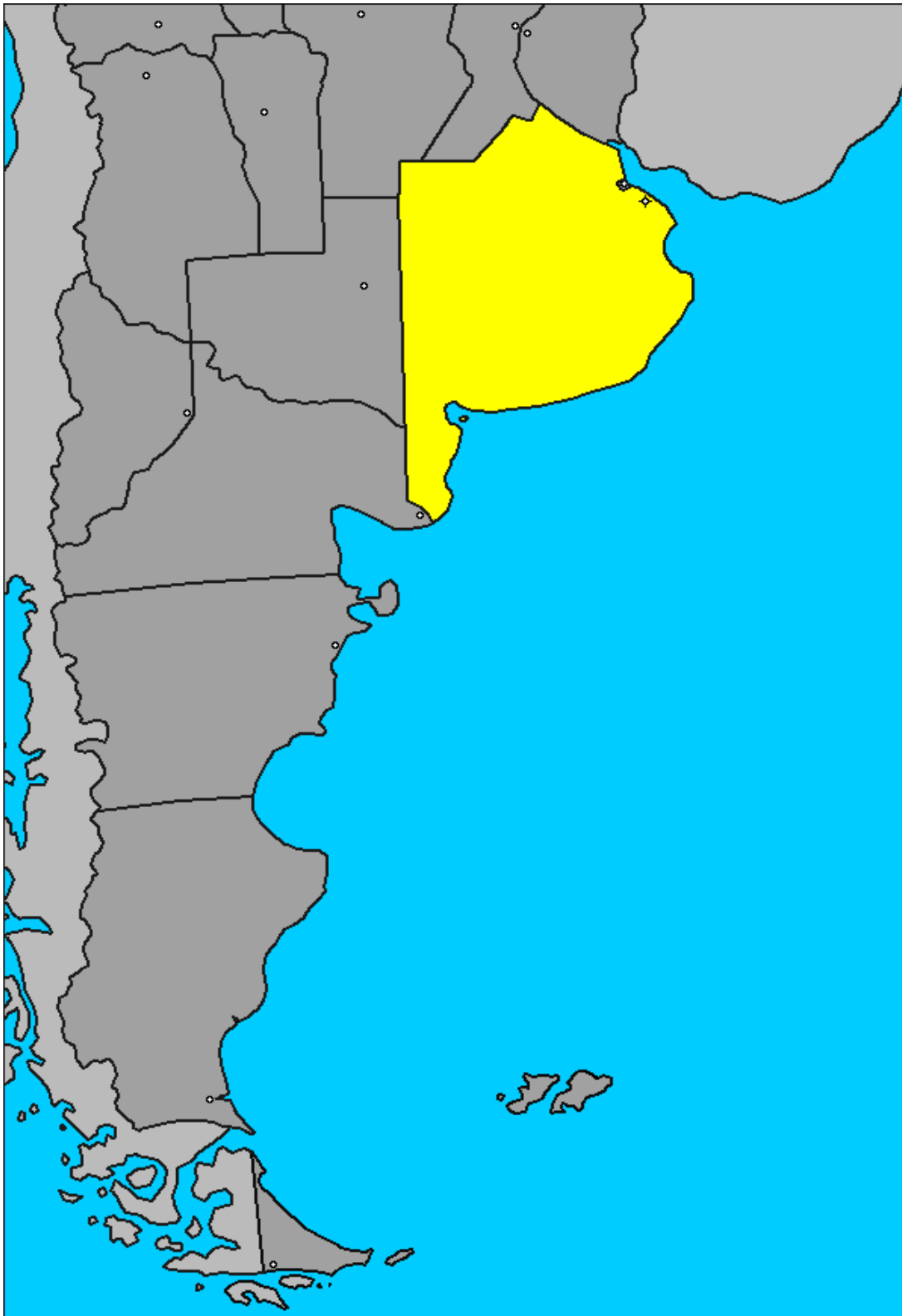
Source: www.worldofmaps.net

United States of America



www.ColoringCastle.com

Buenos Aires Province



Source: <http://www.luventicus.org/maps/argentinerepublic/buenosaires.html>



Lesson 2: Flags of Argentina, the United States, California, and Buenos Aires

Objective: Students will compare the flags of the U.S./Argentina and Buenos Aires province and California by using model flags to create their own flags.

Standards Focus:

Social Studies 4.3 Students explain the establishment of the Bear Flag Republic.

4.5 Students understand the structures, functions, and powers of the local, state, and federal government.

Teacher/Tina Background Information: Just like the fifty states of the United States, the 23 provinces in Argentina each have a flag.



This is Cordoba's provincial flag

The California flag is the Historic Bear Flag raised at Sonoma on June 14, 1846, by a group of American settlers in revolt against Mexican rule. The flag was designed by William Todd on a piece of new unbleached cotton. The star imitated the lone star of Texas. A grizzly bear represented the many bears seen in the state. The word, "California Republic" was placed beneath the star and bear. It was adopted by the 1911 State Legislature as the State Flag. Source: California Blue Book.

The United States flag consists of thirteen equal horizontal stripes of red (top and bottom) alternating with white, with a blue rectangle in the canton (referred to specifically as the "union") bearing fifty small, white, five-pointed stars arranged in nine offset horizontal rows of six stars (top and bottom) alternating with rows of five stars. The 50 stars on the flag represent the 50 states and the 13 stripes represent the thirteen colonies that rebelled against the British monarchy and became the first states in the Union.

Source: Wikipedia.

The flag of Buenos Aires province was created by students and adopted August 12, 1997. The color green represents the province's fields; the blue refers to its rivers, the sea at its coasts and the sky over it. The red hemisphere symbolizes federalism. The yellow stands for production's fecundity. The laurel

leafs represents the province's glory. The cog wheel stands for industrial production, while the half sunflower stands for agricultural output.
Source: Wikipedia.

The Argentina flag is a triband, composed of three equally wide horizontal bands colored light blue, white and light blue. There are multiple interpretations on the reasons for those colors. The flag was created by Manuel Belgrano, in line with the recent creation of the Cockade of Argentina, and was first raised at the city of Rosario on February 27, 1812, during the Argentine War of Independence. It was the Congress of Tucumán which finally designated it as the national flag, in 1816. In 1818, a yellow Sun of May was added to the center. The full flag featuring the sun is called the Official Ceremonial Flag (Spanish: Bandera Oficial de Ceremonia). The flag without the sun is considered the Ornamental Flag (Bandera de Ornato). While both versions are equally considered the national flag, the ornamental version must always be hoisted below the Official Ceremony Flag.
Source: Wikipedia.

Materials:

Images of Buenos Aires province, Argentina, California, and United States flags (attached)

Procedure:

1. Discuss with students the difference between state and country, using the maps made in the previous lesson to differentiate between California/United States and Buenos Aires/Argentina. Tell students that the United States has 50 states and that Argentina has 23 provinces. States/provinces have unique flags, each country has its own flag also.
2. Students compare photos and real flags, using them as models for drawing flags in their passports. Instruct students to label each map with the corresponding province/state/country name.
3. Students share their flags with partners, explaining the differences between the California and Buenos Aires and United States and Argentina flags.

Assessment:

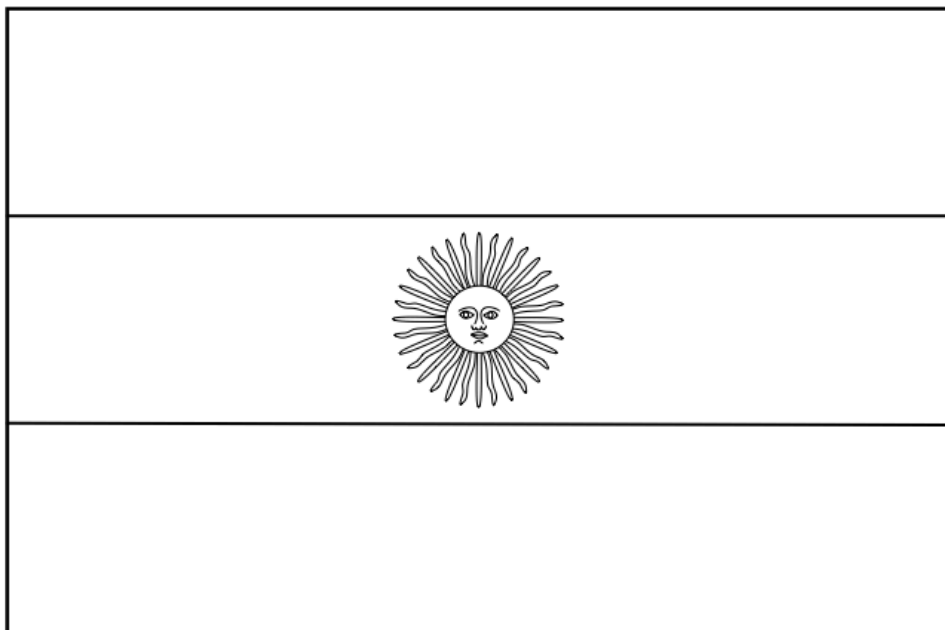
Teacher walks around the room, observing the flags as they are drawn in the passports, checking for accuracy of labels, colors, etc. Students Think–Pair–Share their understanding of the differences between each flag, explaining how states/provinces and the country flags represented in their drawings are alike and different.

Buenos Aires province

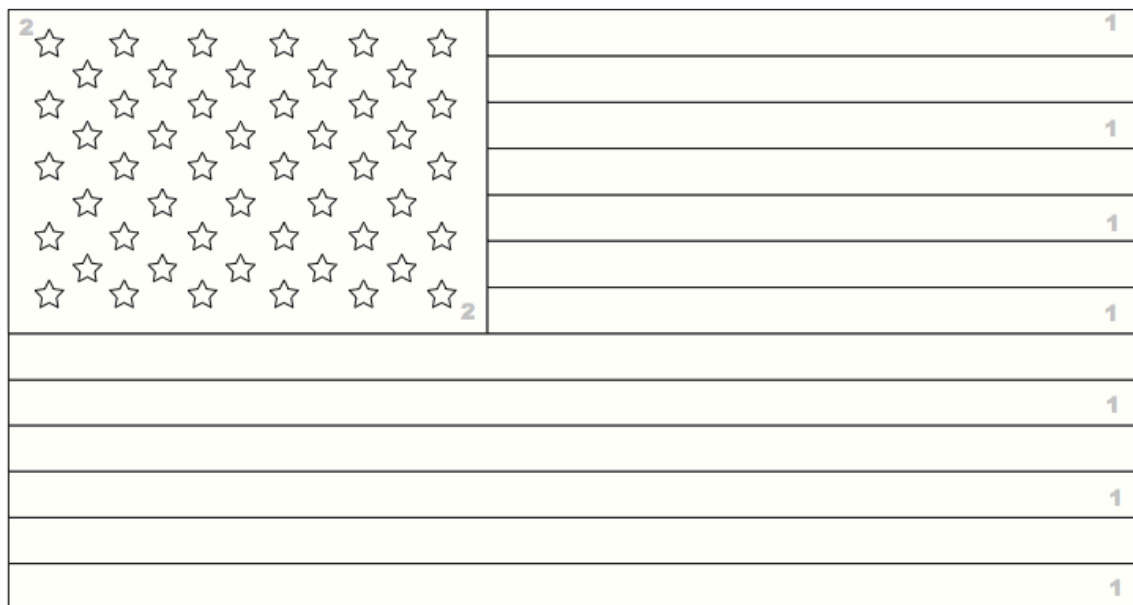


Source: www.wikipedia.com

Argentina



www.ActivityVillage.co.uk - Keeping Kids Busy



United States of America

Flag Colors

1. Red

2. Blue

Unmarked = White

www.ColoringCastle.com

Lesson 3: Geography of Argentina and California

Objective: students will identify and compare mountain ranges, waterfalls, coastal areas, forests, and deserts in Argentina and California

Standards Focus:

Social Studies 4.1 Students demonstrate and understanding of the physical geographic features that define places and regions in California.

Teacher/Tina Background Info:

Argentina is a diverse land. It has a total land area of about 2.8 million sq. km. The Andean mountain chain runs the length of Argentina, where Cerro Aconcagua is the highest point in the western hemisphere.

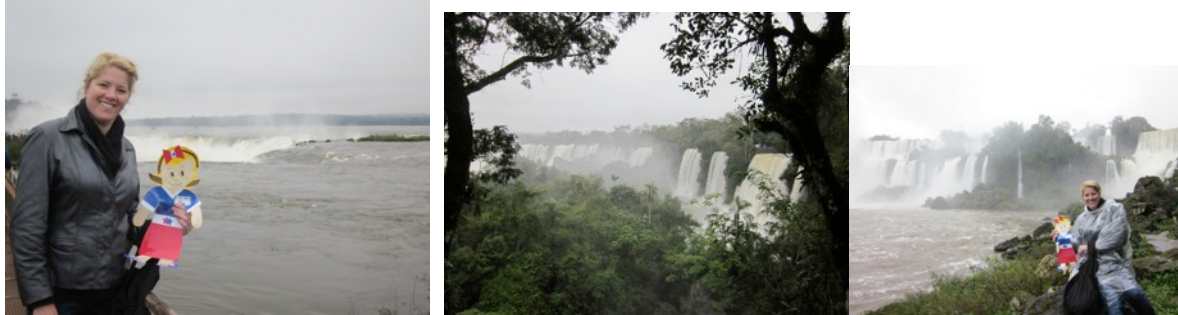


East of the Andes consists mostly of subtropical lowlands (the Argentine Chaco). The Mesopotamia area contains part of Iguazu Falls, and summer flooding is common in the summer. The Pampas region is the agricultural section, containing plains of fine-grained silt and river-deposited sediments.



Parque los cardones, outside of Cachi

The Patagonia region has arid steppes, breath-taking glaciers, and fruit-filled orchards. Tierra del Fuego is the world's southernmost permanently inhabited territory. It consists of one large island, several smaller islands, mountains, glaciers, and steppes. One of Argentina Tina's favorite geographical spots is Iguazu Falls (shown in photo).



A geographical fault between Argentina and Brazil created the site of the amazing falls, with the river Uruguay providing the source of water. After flowing through nearly 1,300 km of jungle and scrubland, the water falls from a height of 80m over 200 falls. "Devil Falls" is in the central position, and got Argentina Tina completely soaked with its mist! Another geographical favorite of Argentina Tina is the Jujuy province town of Pumamarca.



The Cerro de los Siete Colores are amazing mountains with sedimentary rocks in a whole range of colors: red, green, pink, yellow, white, grey and violet corresponding to iron, copper, dolomite, sulfur, lime, lead and haematite respectively.

For more photos of Pumamarca:

<http://members.virtualtourist.com/m/406b3/1770f5/#ixzz1eC1yK3zA>

Materials:

Photos of geography, Argentina map (attached), California map (attached), California map and key (attached), Argentina map and word bank (attached)

Procedure:

1. Show students pictures of both California and Argentina: mountains, rivers, and forests. Compare similarities and differences.
2. Distribute Argentina map and worksheet, students work in pairs to label geographically significant areas of Argentina.

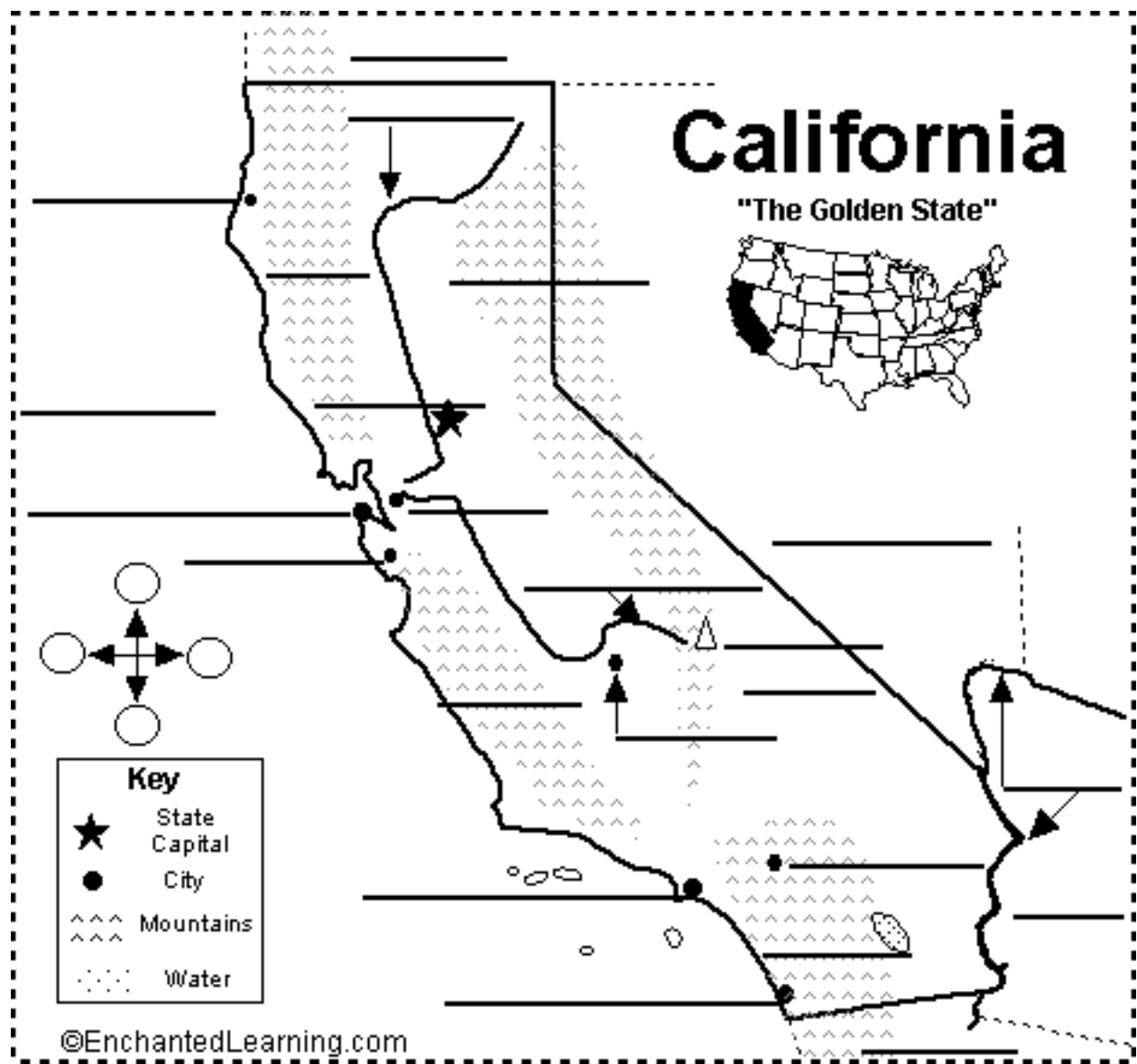
3. Distribute California map and worksheet, students work in same pair to label California's geographically significant areas.
4. Glue into passport and students write a summary comparing and contrasting geography of California and Argentina.

Assessment: Teacher uses the key to correct students' geographical maps. Students' summaries should reflect accurate comparisons of mountains, forests, and rivers according to teacher expectations. Students can also the attached quiz on Argentine geography or the online quiz at http://www.softschools.com/quizzes/geography/geography_of_argentina/quiz4115.html



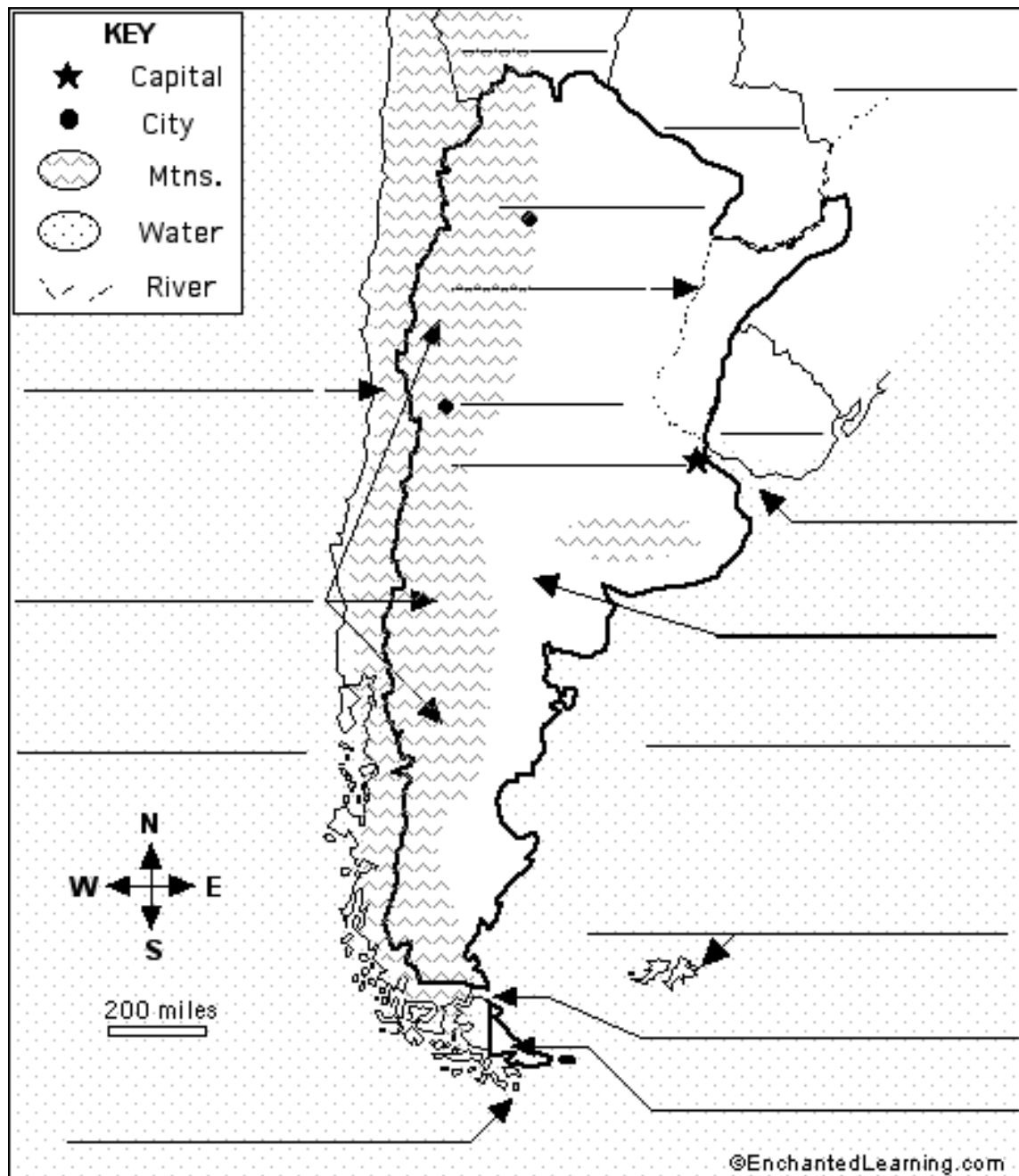
Source: <http://0.tqn.com/d/geography/1/0/m/0/1/ArgentinaMap.gif>





Use the definitions below to label the California state map.

<p>Arizona – the state that borders California on the southeast, across the Colorado River.</p> <p>Coast Range – the mountain range that runs along the coast of California. (Label the Coast Range on the map in two places.)</p> <p>Colorado River – the river that runs along California's southeastern border, separating California from Arizona.</p> <p>Death Valley – a hot, dry valley in southeastern California near the Nevada border (and southeast of Mt. Whitney); it is the lowest place in North America and is 282 ft (86 m) below sea level.</p> <p>Eureka – a city in northern California on the Pacific Coast.</p> <p>Fresno – a city in California's Central Valley.</p> <p>Los Angeles – a huge city in southern California; located on the Pacific Ocean.</p> <p>Mexico – the country that borders California on the south.</p> <p>Mount Whitney – The tallest peak in California; it is 14,494 ft (4418 m) tall and is in the Sierra Nevada Mountains in eastern California.</p> <p>Nevada – that state that borders California to the northeast.</p> <p>Oakland – a large city in California located just east of San Francisco.</p>	<p>Oregon – that state that borders California to the north.</p> <p>Pacific Ocean – the ocean that borders California on the west.</p> <p>Sacramento – the capital city of California, located in the Central Valley.</p> <p>Sacramento River – the river that runs through the Central Valley, from the northeast corner of California to the San Francisco area.</p> <p>Salton Sea – the largest body of water in California; this salty inland lake is located in southern California near the Mexican border.</p> <p>San Bernardino – a city in southern California; located east of Los Angeles.</p> <p>San Diego – a city in southern California on the Pacific Coast near the Mexican border.</p> <p>San Francisco – a large city in northern California on a large bay on the Pacific Coast (about halfway between Los Angeles and the Oregon border).</p> <p>San Joaquin River – the river that runs through the Central Valley, from the mountains near Fresno to the San Francisco area.</p> <p>San Jose – a city on the Pacific coast of California located just south of San Francisco.</p> <p>Sierra Nevada Mountains – the mountain range that runs along California's northeastern border.</p>
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Andes Mountains
Argentina
Buenos Aires
Mendoza
San Miguel de Tucumán
Tierra del Fuego

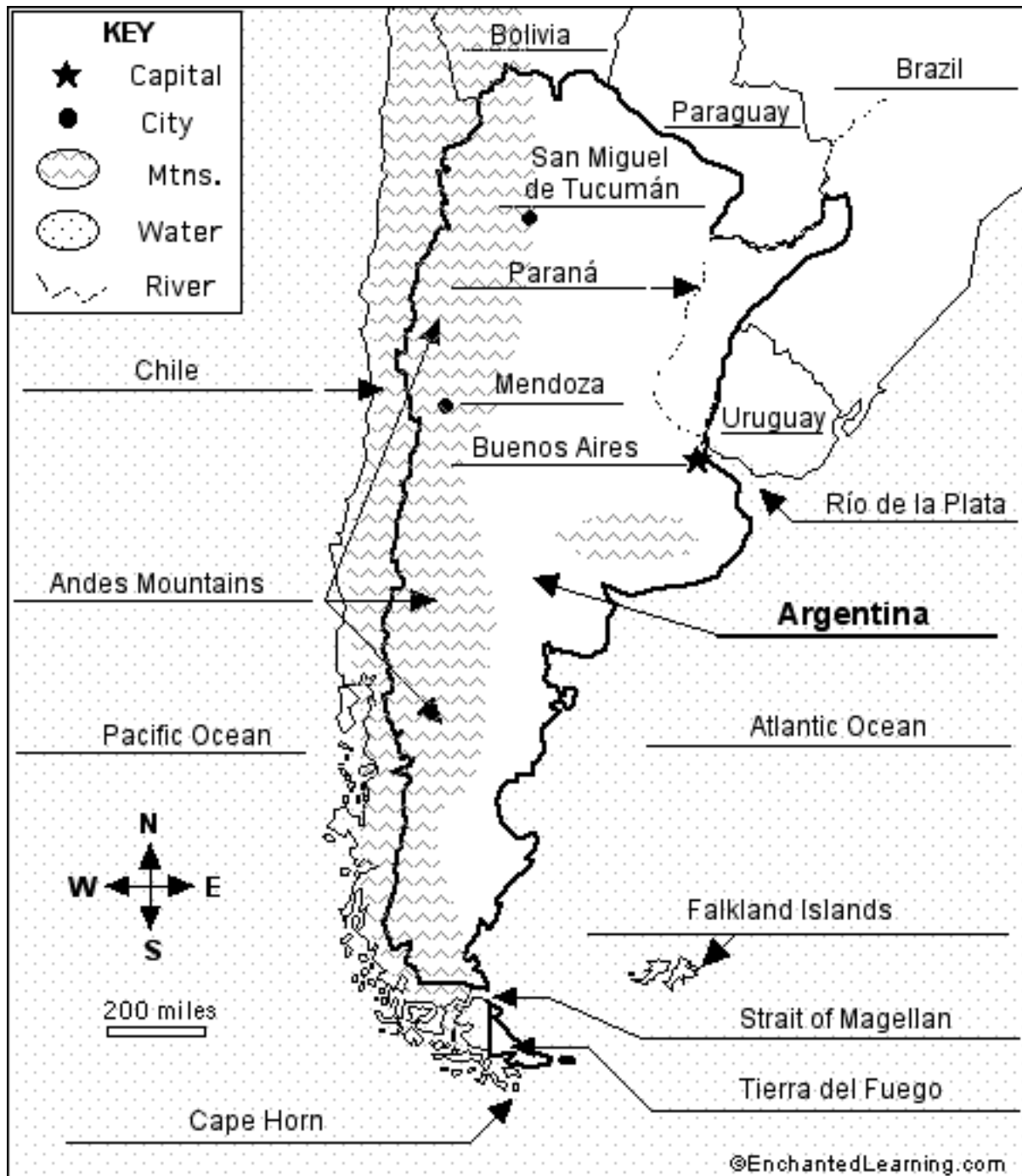
Bodies of Water:
Atlantic Ocean
Pacific Ocean
Paraná River
Rio de la Plata
Strait of Magellan

Bordering and Nearby Countries, Islands, etc.:
Brazil
Bolivia
Cape Horn
Chile
Falkland Islands
Paraguay
Uruguay

Answer Key



Answer Key





1 Argentina is a big country. It has lots of interesting and exciting places. Argentina is located in South America. It is the sixth largest country in the world! Argentina has many different kinds of land. In the north, there are rainforests. In the west are the Andes Mountains. Along Argentina's east side is the Atlantic Ocean.

2 There is another interesting place located in its very southern end. This place is an island. It's called Tierra del Fuego. If it seems hard to pronounce, don't worry. It's a Spanish phrase that means "land of fire." What makes Tierra del Fuego so interesting? The land is beautiful. There are lots of mountains and beaches there. But there is something else that's very special about Tierra del Fuego.

3 Have you been someplace far away? Someplace that seemed a long way from the rest of the world? Maybe you've climbed a tree, or walked out in the woods. Can you remember what it was like being so far away? That's what it's like in Tierra del Fuego. Why? Because Tierra del Fuego has the most southern city in the world! It is called Ushuaia. There is even a train there called the "end of the world" train!

4 Since Tierra del Fuego is in such a special place, the weather there can be strange. Tierra del Fuego is between two oceans—the Atlantic and Pacific. Both oceans often bring lots of wind and rain to Tierra del Fuego.

5 At the other end of Argentina—in the north—are rainforests. What are rainforests? They are forests that are very wet. If you guessed it rains a lot in rainforests, you'd be right! Because they are so wet, there are lots of plants in rainforests. Also, plants in rainforests usually have lots of leaves. Rainforests are very green. Many times, it's very dark inside rainforests. That's because the trees and plants block a lot of sunlight.

6 Argentina's rainforests have lots of wonderful animals. Argentina has many parks where lots of animals live. In Argentina, you'd find animals with strange names. A puma is a big, wild cat. It's also called a mountain lion. A guanaco is a four-legged animal and is related to the llama. A condor is a huge black bird. All of these can be found in Argentina. Have you ever seen a flamingo? It's a pink bird with a long neck. Sometimes they like to stand on one foot. Flamingoes can also be found in Argentina.

7 Most people in Argentina live in the central part of the country. Many live in Buenos Aires. It is Argentina's capital city. The land in the center of Argentina is a good place to live. This area is also used for farming.

8 In Argentina, there is lots of natural beauty. Because of its size and location, it is one of the prettiest countries in South America.

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Argentina – Geography Quiz

<p>1. What kind of bird could you find in Argentina?</p> <p><input type="radio"/> A Quail</p> <p><input type="radio"/> B Parakeet</p> <p><input type="radio"/> C Condor</p> <p><input type="radio"/> D Sparrow</p>	<p>2. Flamingoes live in Argentina.</p> <p><input type="radio"/> A False</p> <p><input type="radio"/> B True</p>
<p>3. What is the capital of Argentina?</p> <p><input type="radio"/> A Ushuaia</p> <p><input type="radio"/> B Buenos Aires</p> <p><input type="radio"/> C Tierra del Fuego</p> <p><input type="radio"/> D La Paz</p>	<p>4. Most people in Argentina live in the south.</p> <p><input type="radio"/> A False</p> <p><input type="radio"/> B True</p>
<p>5. Argentina is located where?</p> <p><input type="radio"/> A Africa</p> <p><input type="radio"/> B South America</p> <p><input type="radio"/> C Asia</p> <p><input type="radio"/> D North America</p>	<p>6. What is special about Ushuaia?</p> <p><input type="radio"/> A It is the northernmost city in the world.</p> <p><input type="radio"/> B It is the southernmost city in the world.</p> <p><input type="radio"/> C It is the easternmost city in the world.</p> <p><input type="radio"/> D It is the westernmost city in the world.</p>
<p>7. There are no rainforests in Argentina.</p> <p><input type="radio"/> A False</p> <p><input type="radio"/> B True</p>	<p>8. Argentina is a small country.</p> <p><input type="radio"/> A False</p> <p><input type="radio"/> B True</p>

Source: www.edhelper.com

Argentina – Geography – Answer Key

- 1 ☒ C Condor
- 2 ☒ B True
- 3 ☒ B Buenos Aires
- 4 ☒ A False
- 5 ☒ B South America
- 6 ☒ B It is the southernmost city in the world.
- 7 ☒ A False
- 8 ☒ A False

Lesson 4: Language Lessons—Spanish in California and Argentina

Objective: Students will compare Argentine Spanish with Californian/Mexican Spanish.

Standards Focus:

Social Studies 4.2 Students describe the social life and interactions among people of California to the Spanish mission and Mexican rancho periods.

Language Arts 1.0 Word Analysis, fluency, and systematic vocabulary development—students understand the basic features of reading a language

Teacher/Tina Background Information:

Argentina Tina noticed while she was traveling in Argentina that some words are different spoken in Spanish in Argentina and in California. In Buenos Aires, the local slang is called “lunfardo”.

The Argentine Spanish does have its differences from the Spanish of other areas. Perhaps the most well-known to outsiders is its pronunciation. For example, you may hear the ll receive the "zh" sound, like the "s" in "measure" or the "z" in "azure." Not so well known is the major grammatical difference, the use of vos instead of the far more common tú as the second-person familiar subjective pronoun. Although vos is heard elsewhere as an alternative to tú, or among certain groups of people, in Argentina it basically replaces tú in everyday speech among people of all classes and education levels.

I don't know the specifics of how vos developed in Argentina, but it is fairly safe to assume that it is the form that was used by the early Spanish settlers in that country. As Spanish overtook the indigenous languages of the country, people adopted the Spanish of those settlers. As this occurred in the days before electronic media, there would have been little outside influence that would have acted to make Argentine Spanish more consistent with that of other countries. Generally speaking, present-tense verbs take the endings of ás added to the root of -ar verbs, és for -er verbs, and í for -ir verbs. And because the accent is on the final syllable, you won't find the stem changes that you do when tú is used. The present-tense, second-person familiar form of tener (to have), for example, is tenés, and the present-tense form of poder is podés. Among the irregular forms is sos for ser. Thus, vos sos mi amigo is the equivalent of tú eres mi amigo, or "you are my friend."

Source: http://spanish.about.com/od/pronouns/a/vos_argentina.htm.

Materials:

Index cards, markers, word/phrase list (attached)

Procedure:

1. Discuss with class Spanish words that they know, making a list on a K-W-L chart.
2. Explain to students that Spanish is spoken in Argentina, just like it is a major second language spoken in California. There are some differences in Spanish, as well as some words only spoken in Argentina.
3. Students make flashcards with Argentine Spanish on one side, California Spanish on the other (if available).
4. Students practice using different words and phrases with each other, writing a corresponding list in their passports.

Assessment:

Teacher walks the room, checking for understanding of students between the two versions of Spanish.

Word/Phrase List

Bueno 1. this is one of the first words you will learn in Spanish, but in Argentina, they use it more than anywhere else. Although this meaning exists in Spanish from all countries, it is used much more often in Argentina, in pretty much every sentence. It is used to mean 'well' or 'alright.' *Bueno, no sé.* Well, I don't know. *Bueno, hablamos más tarde?* Alright, let's talk later? *Vamos al cine? Bueno.* Let's go to a movie? Alright. 2. used to say something is good. Again, this is used in all Spanish speaking countries. However, in other countries, they may use other descriptive words to say something is good, whereas Argentines use bueno/a to label any thing as good, all the time. *Conociste a Lucia? Si, está buena!!* Did you meet Lucia? Yeah, she's good (as in attractive). *Que bueno!!* That's great/Awesome/Right on!

Dale 1. Similar to the "vale" used in Spain, dale is one of the ways Argentines agree to something (like saying OK). Juan: *Vamos al cine?* Luisa: *Dale.* Juan: Let's go to the movies? Luisa: OK.

Mira Vos 1. The Argentines say this ALL the time. It is said after someone has told you something, and you want to say either "wow, look at you" meaning "what you're doing is great!" It can also be translated as "is that right?" or "really?" or "wow." You say it after someone says something that you think is good or that surprises you. Juan: *Ayer, fui al banco, después estudié por 5 horas, y después jugué dos partidos de futbol.* Kara: *Mira vos!* Juan: Yesterday I went to the bank, studied for 5 hours, then played two football games. Kara: Wow, right on.

Pasa que 1. used to say "the thing is" when describing or explaining something. *Pasa que no tengo plata para ir, así que...* The thing is, I don't have any money to go, so...

Tal cual Used to answer someone and say "yes, exactly," or "I agree." Tal cual can be used in many ways, but this particular use is very common in every day speech. *Prefiero vivir en el campo porque la gente de los pueblos es mucho más alegre y amable. Sí, tal cual.* I prefer living in the country because the people are much more lively and kind. Yes, exactly, I totally agree.

Tipo 1. can be used as a noun (m), meaning "guy." *Ayer hablé con un tipo...* Yesterday, I spoke with some guy.... However, in Argentina, this is not as common as they often use other words. 2. In Argentina, it is very common to use it to describe a not-so-specific-time. *La fiesta empieza tipo 9.* The party starts around 9. 3. It is also used to describe the type or style of something. *El restaurante es tipo parilla, pero más elegante.* The restaurant is similar to (like) a BBQ restaurant, but more elegant.

Todo bien 1. This the most common way of asking someone how they're doing in Argentina. *Todo bien che? Si, todo bien.* How's it going man? It's all good, thanks/I'm fine thanks. *Te molesta? No, está todo bien!* Am I bothering you? No, it's all good!

Ya fue 1. you say it when something is over, or has finished, and it's time to forget about it. Juan: *Estoy muy triste, porque me olvidé mi cámara.* Simon: *Bueno, ya fue.* It's like saying, forget about it, there's nothing else you can do. The Argentines love to say it.

Muletilla (f) 1. Comes from muleta, which means 'crutch.' A muletilla is the word the Argentines use to describe colloquial words that they say every sentence, something they can say when they have nothing else to say, as a filler. In English, for example, we say "like" "you know" or "um." Here are the most common ones used in Argentina. It is good to know them, but don't make a habit of using them. Just like the equivalents in English, when they are overused, it sounds really bad.

Viste 1. This is probably the most common, and very Argentine. It is not really used in other Spanish speaking countries. It is nearly an exact translation of "you know" in English. *No me gusta ir a la playa, viste, siempre hay mucha gente.* I don't like going to the beach, you know, there's always a lot of people. *Siempre hay mucha basura en la calle viste.* There's always a lot of garbage in the streets, you know?

O sea Almost identical to "I mean" in English. This is used throughout Latin America. Some people use it in nearly every sentence. *Bueno, no sé, o sea, que más puedo hacer?* Well, I don't know, I mean, what else can I do?

Que sé yo Pretty much identical to "I don't know" which is it's literal meaning. Argentines use it all the time as a filler, similar to how we do in English. *Es un helado, que sé yo, cremoso y dulce.* It's a type of ice cream that's, I don't know, creamy and sweet.

Saying "maybe" in Argentina: Quizás and tal vez are not often used in Argentina to say maybe. Here are the more common words used:

Puede ser 1. means "it's possible." *Puede ser que vaya a Londres.* It's possible I will go to London. 2. maybe, might, we'll see. *Puede ser que vaya a una fiesta.* I might go to a party, maybe I'll go to a party. *Querés ir? Si, puede ser.* Do you want to go? Yeah, maybe/we'll see.

Capaz 1. maybe, might. *Capaz que vaya a una fiesta.* I might go to a party, maybe I'll go to a party. Similar to tal vez, quizás, puede ser.

Source: <http://exposebuenosaires.com/argentine-spanish-the-most-common-words-and-phrases/>.

Lesson 5: Food and Drink of Argentina

Objective: Students will create and taste typical food and drink of Argentina: mate, empanadas, medialunas, and submarinos.

Teacher/Tina Background Information:

There are many foods that are unique to Argentina due to the abundance of cattle, the geography of the land, and the cultures of the people.

Materials: mate cup and straw,* yerba mate, hot water, Pillsbury refrigerated croissants, milk, mini chocolate bars, pastry dough, cheddar cheese, oven, and, if affordable, steak!



Here is a man preparing traditional parilla (most meaty parts of the goat or cow)

*Mate cups can be made and cured following the information on this website:
<http://www.yerbamateteagourd.com/curing.php>

Procedure:

1. First follow the directions for making mate below (whether you use a regular cup or a real mate cup is your choice).
2. Next, it is time to make the medialunas, which are a popular breakfast or lunch food. For breakfast, you can use the Pillsbury Croissants from the refrigerated section of the grocery store. Give each student a triangular piece and show them how to make a “half-moon.” Lunch: can add meat to the inside.
3. Submarinos: warm milk in saucepan and pour into each student’s cup. Distribute bars of milk chocolate. Students put chocolate into hot milk to melt. Drink!



4. Empanadas: Distribute a section of pastry dough to each student, or make pastry with students. Students sprinkle what they choose to put inside (cheese, steak bits, pulled pork, etc) Students fold the pastry over the inside and pinch sides closed. Bake in oven at 375 degrees for 7–8 minutes and enjoy!
5. Students write recipes in their passports, drawing pictures of the steps while the empanadas and medialunas are baking.

Assessment: No assessment

Serving (to pour a good mate)

Mate Amargo

"Bitter mate." By far the most popular: the traditional mate of the Gauchos, the Patagonians, the Guarani, and others.



* Fill the mate gourd a little over two-thirds full of yerba (yerba mate herb). Tip upside down and shake with your hand covering the open end to drive the powder up to the top. Leave yerba at an angle leaving a high end and a low end in the gourd.

* Heat water in a pava (tea kettle) to near, but not quite, boiling (70–85–degrees C. or approx. 160–degrees F.)—best tested with a thermometer until you know exactly. (The water sings: it's warm; the bubbles form: it's hot; the bubbles release: it's very hot; the water boils: it's too hot!)

* Pour your hot water into a thermos or "termo" to keep it perfectly hot for subsequent servings.

* Pour a small amount of cold water on the lowest portion of the yerba in your mate. (This keeps the hot water from "killing" your mate; lets it warm up gradually). Then add warm water to the point where you leave some dry yerba on the higher side. Let it sit for a few minutes until you see that all the water has been absorbed by the yerba. This will make the yerba swell up and prevent your bombilla from plugging up.

* Cover the tip of the bombilla with your thumb and push it to the bottom of the gourd in the low spot.

*Now for the first "mate"; pour the hot water in the low spot. (Filling with hot water that does not wet all of the yerba will prolong the duration of your mate.)

* Serve and enjoy!

[TIP: a mild "suave" mate can be enjoyed by placing the bombilla bulb in the low spot—whereas placing the bulb under the deepest portion of yerba will produce a stronger "fuerte" mate.]

In any recipe the sharing of the mate is the same:

* The gourd is filled by the host or server and this person normally drinks the



In any recipe the sharing of the mate is the same:

- * The gourd is filled by the host or server and this person normally drinks the first mate (or even spits it out as do the gauchos) as this first is considered inferior.
- * The server (cebador) continues filling and passing the gourd.
- * When it is your turn to drink you drink down the entire infusion until it is gone—passing it back to the server. (Never move the bombilla or stir the yerba—it is not only rude, but will cause air pockets around the bombilla and particles to rise up through the bombilla.)

**Mate is shared with close friends, lovers,
people who have earned one's respect and closest attentions.
To have a mate friendship is to have cemented, perhaps,
a bit of guaranteed peace in life.**

Source: <http://www.yerbamateteagourd.com/serving.php>.

Lesson 6: Missions of California/Estancias of Argentina

Objective: Students will compare and learn about the functions of missions and estancias in California and Argentina,

Standards Focus:

Social Studies 4.2 Describe the daily lives of the people, native and non-native, who occupied the missions,

Teacher/Tina Background Information:

The Spanish missions in California comprise a series of religious and military outposts established by Spanish Catholics of the Franciscan Order between 1769 and 1823 to spread the Christian faith among the local Native Americans. The missions represented the first major effort by Europeans to colonize the Pacific Coast region, and gave Spain a valuable foothold in the frontier land. The settlers introduced European livestock, fruits, vegetables, cattle, horses and ranching into the California region; however, the Spanish occupation of California also brought with it serious negative consequences to the Native American populations with whom the missionaries came in contact. The government of Mexico shut down the missions in the 1830s. In the end, the mission had mixed results in its objective to convert, educate, and "civilize" the indigenous population and transforming the natives into Spanish colonial citizens. Today, the missions are among the state's oldest structures and the most-visited historic monuments.

Source: Wikipedia

The Jesuit Order, based on the Society of Jesus, was first established in 1491 by Saint Ignatius of Loyola. The Order found its way to South America, and was founded in Cordoba, Argentina in 1573. Local citizens were suspicious of the Jesuits' intentions, and offered little economic help. So from 1616 on, Jesuits organized a system of ranches known as "estancias" to provide the money they needed. The estancias in Argentina are Alta Gracia, Santa Catalina, Jesus Maria, Caroya, and Candelaria

Source: World Heritage pamphlet, the Historic Museum of the National University of Cordoba.

In Argentina, the Jesuits called their missionary work in concentrating the indigenous people, "reductions." A Jesuit Reduction was a type of settlement for indigenous people in Latin America created by the Jesuit Order during the 17th and 18th centuries. In general, the strategy of the Spanish Empire was to gather native populations into centers called Indian Reductions (reducciones de indios), in order to Christianize, tax, and govern them more efficiently. Later reductions were extended into areas now part of Argentina.

Jesuit reductions were different from the reductions in other regions because the indigenous people (Indians) were expected to convert to Christianity but not necessarily to European culture. Under the leadership of both the Jesuits and native caciques, the reductions achieved a high degree of autonomy within the Spanish colonial empire. With the use of Indian labour, the reductions became economically successful. The Jesuit reductions present a controversial chapter of the evangelisational history of the Americas. In Mexico the policy was called congregación, and also took the form of the hospitals of Vasco de Quiroga, and the Franciscan Missions of California.

The Jesuits, only formally founded in 1540, were relatively late arrivals in the New World, from about 1570, especially compared to the Dominicans and Franciscans, and therefore had to look to the frontiers of colonization for mission areas. Fundamentally the purpose, as far as the government was concerned, was to safeguard the frontier with the reductions where Indians were introduced to European culture. In 1609 three Jesuits began the first mission in San Ignacio Guazú. The missions also secured the Spanish Crown's permission, and some arms, to raise militias of Indians to defend the reductions against raids. The reductions came to be considered a threat by the secular authorities. It is generally accepted by modern historians that the reasons for the contemporary opposition to them were political, humanitarian, and economic. When the Jesuits were expelled from the Spanish realm in 1767, the reductions slowly died out, becoming victims of slave raids or being absorbed into European society. Some of the Reductions have continued to be inhabited as towns while most have been abandoned and remain only as ruins. Córdoba, Argentina, the largest city associated with the reductions, was atypical as a Spanish settlement predated the Jesuits, and functioned as a centre for the Jesuit presence with a novitiate centre, and a college that is now the local university. The Córdoba mission was taken over by the Franciscans in 1767. Many have been declared UNESCO World Heritage sites.

Source: Wikipedia.



Materials:

Teacher information/background for student notes, maps of Jesuit estancias and California missions (attached), worksheets on California missions (attached), T-chart graphic organizer (http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf).

Procedure:

1. Distribute copies of the California missions map and the estancias map. Direct students to predict how these two maps might be alike and different. Add comments to a class K-W-L chart. (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>).
2. Students read “Birth of Missions” to learn about California missions, take quick quiz to check for understanding. Students list 5 facts about the California missions on the T-chart.
3. Students take notes from teacher’s summary of Jesuit reductions, add 5 facts to the T-chart on the Argentina Jesuit side.
4. Students discuss similarities and differences between the two systems of indigenous people control. Add notes to K-W-L.

Assessment:

Students complete a T chart to show 5 facts of each system of mission life. Students can also draw the estancia and the mission in their passports, summarizing and comparing.



Source: <http://imageshack.us/photo/my-images/84/camissions21pp7.jpg/>



Source: http://en.argentina-excepcion.com/images/stories/Cartes%20Region/estanciasjes_high.jpg

The Birth of the Missions

By Shirley Kruenegel



1 The King of Spain began to claim lands in Alta California from 1542–1602. He needed harbors for his Spanish galleons to dock so that they could replenish their supplies and repair their ships. However, he lost interest in Alta California and never did anything with the land.

2 Finally, in 1769, the King of Spain found out that other countries were interested in Alta California. England and Russia were both sending ships to California and began claiming land. To protect the Spanish land already claimed, King Carlos III made an order that settlements needed to be set up in Alta California. However, traveling to California was not going to be easy. There were two ways people could travel to Alta California; north by land or sea, up the Pacific Ocean coast.

3 Spain thought the best way to start a colony was by setting up missions and presidios.

4 Gasper de Portola, a Spanish army captain, and Father Junipero Serra, a Catholic padre, set out for California. On July 16, 1769, Father Serra set up the first mission in Alta California at San Diego de Alcalá, not far from the first presidio.

5 The Spanish military built presidios near harbors, such as San Diego, Santa Barbara, Monterey, and San Francisco so that they could protect the missions nearby and keep the harbors from being claimed by other countries. Presidios were poorly equipped, and few soldiers guarded them.

6 Eventually, over the years, the missions would be approximately a day's walk from one another. The missions' sites were chosen in valleys, near fresh water, fertile and rich soil, and near friendly Native Americans. Most missions were built along a dusty trail called the El Camino Real.

7 Every mission had to be self-sufficient, so everyone had a job to do. The padre's role was that of leader and teacher. After claiming the land for Spain, they focused on teaching the Indians about Christianity and the Spanish culture. They also showed the Indians techniques of building with adobe bricks, carpentry, blacksmithing, working in the fields, and tending the animals. Work at the missions was very difficult for the Indians. They had to follow all of the rules set up by the padres and work day and night. At some missions if the Indians broke any rules or tried to return to their tribes, they were punished.

8 Life at the missions was not easy. Over the years, the missions went through many changes. Several missions had to be rebuilt when they suffered damage due to earthquakes. In the early 1800s, the Indians revolted at several missions. They set fires to the buildings and tried to destroy the missions, but they were not successful.

9 In 1777, new settlers' and soldiers' families built California's first pueblo south of San Francisco Bay. The purpose of setting up the pueblos was to continue claiming land for Spain. The pueblos were not run by the priests or the soldiers. The location of these pueblos was near the missions and presidios along the El Camino Real.

10 Eventually, the mission way of life would end. In 1833, Mexico began to close the missions after it won its independence from Spain. The missions had become very prosperous and powerful. The new government wanted to end the Spanish power at the missions; they also wanted the Indians to become Mexican citizens, and the Mexican government wanted the fertile land that the missions owned. Some of the missions became pueblos, some of the land was given to the Indians, and finally some ended up with new settlers.

11 By closing the missions, life for the Indians became harder. Some of the Indians returned to their tribes. But most of the Indians did not know how to function outside of the mission life, so they went to work for the new mission owners.

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The Birth of the Missions — Quiz

<p>1. Which of these is a fact given in the article?</p> <p><input type="radio"/> A Indians set fires to the buildings and tried to destroy the missions.</p> <p><input type="radio"/> B The padres enjoyed their work at the missions.</p> <p><input type="radio"/> C Work at the missions was very difficult for the Indians.</p> <p><input type="radio"/> D Traveling to California was not going to be easy.</p>	<p>2. What countries were interested in California besides Spain?</p> <p><input type="radio"/> A Italy and Portugal</p> <p><input type="radio"/> B Russia and England</p> <p><input type="radio"/> C China and France</p> <p><input type="radio"/> D England and Germany</p>
<p>3. Which of the facts below happened last in this article?</p> <p><input type="radio"/> A The first mission was in San Diego.</p> <p><input type="radio"/> B After the missions closed, the Indians went back to their tribes or worked for the new owners.</p> <p><input type="radio"/> C King Carlos III wanted to claim land in Alta California.</p> <p><input type="radio"/> D Pueblos were set for new settlers coming to California.</p>	<p>4. What did the Indians have to do at the missions?</p> <p><input type="radio"/> A Manage the stores and hunt in the woods</p> <p><input type="radio"/> B Teach Christianity</p> <p><input type="radio"/> C Work in the fields and blacksmith shop and construct buildings</p> <p><input type="radio"/> D Build boats and go fishing</p>
<p>5. What does the word "prosperous" mean?</p> <p><input type="radio"/> A Needy</p> <p><input type="radio"/> B Poor</p> <p><input type="radio"/> C Possible</p> <p><input type="radio"/> D Wealthy</p>	<p>6. The goal of the mission was to:</p> <p><input type="radio"/> A Claim land for Spain and teach Christianity to the Indians</p> <p><input type="radio"/> B Find food, clothing, and shelter</p> <p><input type="radio"/> C Experience life in Alta California</p> <p><input type="radio"/> D Trace new routes for Spain</p>

The Birth of the Missions – Answer Key

- 1 **A** Indians set fires to the buildings and tried to destroy the missions.
- 2 **B** Russia and England
- 3 **B** After the missions closed, the Indians went back to their tribes or worked for the new owners.
- 4 **C** Work in the fields and blacksmith shop and construct buildings
- 5 **D** Wealthy
- 6 **A** Claim land for Spain and teach Christianity to the Indians

Lesson 7: Native People of Argentina and California

Objective: Students will compare Incas and California native tribes.

Standards Focus:

Social Studies 4.2 Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.

Teacher/Tina Background Information:

According to the 2000 U.S. Census, there were 220,657 American Indians living in California. It is estimated there were around 300,000 California Indians in the 18th century, in about 250 distinct Indian cultures and California Indians spoke over 300 different dialects of some 100 languages. In 1832–1833, the Hudson Bay Co. sponsored a fur trapping/scouting expedition to California. The expedition introduced smallpox, influenza and measles to the Indian population. This single expedition resulted in a 50 percent reduction in the entire California Indian population, destroying entire villages and tribes. In the 1850s, the Gold Rush further devastated the Indian population. By 1860, less than 20 percent of the original Indian population remained.

Source: www.500nations.com

Note: A brief history of California Native American history can be found at <http://ohloneprofiles.org/resources/california-indians-a-brief-history/>

Argentina's indigenous population in 2005 was about 600,329 (1.6% of total population); this figure includes 457,363 people who self-identified as belonging to an indigenous ethnic group, and the remaining 142,966 who recognized themselves as first-generation descendants of an Amerindian people. The ten most populous indigenous peoples are the Mapuche (113,680 people), the Kolla (70,505), the Toba (69,452), the Guaraní (68,454), the Wichi (40,036), the Diaguita–Calchaquí (31,753), the Mocoví (15,837), the Huarpe (14,633), the Comechingón (10,863) and the Tehuelche (10,590). Minor but important peoples are the Quechua (6,739), the Charrúa (4,511), the Pilagá (4,465), the Chané (4,376), and the Chorote (2,613).

The Selknam (Ona) people are now virtually extinct in its pure form. The languages of the Diaguita, Tehuelche, and Selknam nations are now extinct or virtually extinct: the Cacán language (spoken by Diaguitas) in the 18th century, the Selknam language in the 20th century; whereas one Tehuelche language (Southern Tehuelche) is still spoken by a small handful of elderly people.

Source: Wikipedia.



Materials:

California Indian territories map (attached), California Early History activity book (ISBN 1-56500-02-7) blackline masters for listing California Indian resources by region, Argentine Indians (ISBN 987947911-4), map of Argentina showing indigenous regions (attached)

Additional resources: National Geographic “The Race to Save Inca Mummies”(May 2002), National Geographic “The Genius of the Inca” (April 2011)

Procedure:

1. Students read about California early Native American history, and how the early Indians used the natural resources around them to survive. They established tribal languages, customs, and settlements much like the native peoples in Argentina.
2. Students study the maps of indigenous peoples for both California and Argentina, looking at location, what resources might have been used, and tools that have been discovered (use Internet for more information if needed).
3. Students make a Venn diagram to compare the similarities and differences between the indigenous peoples of each place in their passports.

Assessment:

Teacher checks passports for understanding and stamps passport if student has adequately completed Venn Diagram.



Source: <http://www.hanksville.net/maps/ca/calprecontact.gif>.



Source: <http://www.argentinacafe.com/Background/argentina-indigenous-map.htm>,

Lesson 8: Endangered Animals of Argentina and California: How are we protecting them?

Objective: Students will choose one Argentine animal and one California endangered animal to research the animal and their protections.

Standards Focus:

Science 3c Students know that living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms.

Language Arts WS 1.1 Students write clear, coherent sentences and paragraphs that develop a central idea.

Teacher/Tina Background Information:

Argentina Tina visited the Horco Molle Reserve

(<http://www.flickr.com/photos/otogno/sets/72157594514875904/>) outside of Tucuman, and was impressed with their care of endangered animals. It reminded her of a similar reserve in Bakersfield, California, that also takes care of injured/sick endangered animals, CALM (<http://calmzoo.org/>)



A Capuchin monkey

Materials:

“Getting Started” report directions and rubric (attached), list of endangered animals, Internet information sources (see endangered species lists), paper, pens, highlighters, reference books

Procedure:

1. Students browse both websites, comparing how different countries use similar practices to protect endangered animals.
2. Students choose one Argentine and one Californian animal about which to research and write a report. Reports can be created in Powerpoint also.
3. Students use rubric to adjust and adapt, revise and edit their reports. Practice in remaining time to read aloud to a partner, and possibly during the Argentina fiesta.

Assessment: Teacher uses rubric to grade reports. Students can also use rubric to self-evaluate before edit/revising. Research report is placed in the passport.

Endangered Argentina or California Animal Report

Getting Started:

First, get to know your animal. Read as much information about the animal as you can find. Try both the Internet and the library; try a good search engine, an encyclopedia, and individual books on animals.

As you're reading about your animal, take notes on key information, such as where your animal lives (its range), what type of biome it lives in (its habitat), how big your animal gets, what it looks like, what it eats, what eats it, how long it lives (if this is known), etc.

The Structure of the Animal Report:

Start your report with an introductory paragraph that states the main ideas that you will be writing about. Then write at least four to five paragraphs that clearly describe your animal and how it lives. Each paragraph should cover one topic (for example, you should have one paragraph that covers the animal's anatomy). End the report with a closing paragraph that summarizes what you wrote and learned.

Finally, cite your references ([see the section below on formats for your bibliography](#)).

Check that your grammar, spelling, and punctuation are correct. Make sure to use complete sentences and write neatly! Define any technical terms that you use. Proofread your report for errors before you hand it in—do not hand in a rough draft.

Topics to Research and Include in Your Report:

When you write your report, try to answer as many of the following questions as you can (unfortunately, not all of these things are known for all animals):

- **The Animal's Name:** What does its [name](#) mean? Sometimes this will tell you something important or interesting about the animal. For example, platypus means "flat-footed." For some animals, there are [special names for a baby, a male, a female, or a group](#). Also, list your animal's scientific name; this should consist of a capitalized genus name and a lower-case species name. For example, the platypus is *Ornithorhynchus anatinus*.
- **Anatomy/Appearance:** What does your animal look like? How big is it? What shape is its body? What does an average one weigh? Does it have horns, antlers, fur, crests, or claws? Describe the teeth, head, neck, tail, etc. How many legs does it have? Are its legs long or short? How many eyes and how many body parts does it have? Does it molt as it grows? Draw a picture if you can.

- **Locomotion:** Can your animal move? If so, how does your animal move (does it walk, fly, jump, burrow, etc.)? Is it slow-moving or fast-moving? Why is this important to its survival? For example, most fast-moving animals are fast so that they can catch dinner (like the cheetah) or avoid becoming dinner (like the deer).
- **Diet:** What does your animal eat and how does it get its food? Is it an herbivore (plant eater), carnivore (meat eater), omnivore (eating meat and plants), or something else? Is there something unusual in the way your animal eats? (For example, the flamingo sieves its food from mud while its head is upside down under the water.) Where is your animal in the [food web](#) (is it a top predator, like the grizzly bear; at the base of the food web, like krill; or somewhere in the middle)?
- **Habitat and Range:** What type of [biome](#) does this animal prefer (does it live in the desert, swamp, tundra, deep sea, coral reef, tropical rainforest, pond, or other habitat)? Where in the world does it live? List the continent(s), country/countries, and/or smaller areas where it lives.
- **Adaptations:** What are the obvious adaptations of your animal to its environment? For example, the giraffe's neck is an adaptation for obtaining leaves that are high off the ground. It also has tough lips to avoid thorns on its main food source.
- **Life Cycle/Reproduction:** Give information on the animal's life cycle and reproduction. For example, in the case of insects, list and describe each stage in the process of their metamorphosis. For a species of shark, describe whether it bears live young or lays eggs.
- **Behavior:** Describe interesting features of your animal's behavior. For example: Is there evidence of herding or is it a solitary animal? Does it burrow underground? Does it hibernate, estivate, or migrate in cold weather? Is it nocturnal (most active at night)?
- **Defense/Offense:** How does it defend itself (and/or attack other animals)? Does it use teeth, fangs, claws, armor, horns, antlers, pincers, poison, a stinger, muscles, a strong smell, and/or something else?
- **Enemies:** What animals eat or otherwise kill your animal? For example, for caterpillars, birds eat caterpillars, but wasps also lay their eggs in the caterpillars (and this eventually kills the wasp's unwilling host).
- **Species Survival Status:** Is this animal species in danger of extinction? If so, why? Has it lost habitat, lost a food source, or has it been overhunted?
- **Something Special:** Is there anything special about this animal? This can often be the best part of the report, taking you off on interesting topics. For example, are there legends about the animal?

- **Classification:** How is this animal classified and what animals is it closely related to? In the Linnean system of classification, organisms are classified into a Kingdom, Phylum, Class, Order, Family, Genus, and species. For example, elk are classified as follows: Kingdom Animalia, Phylum Chordata, Class Mammalia ([mammals](#)), Order [Artiodactyla](#), Suborder Ruminantia (ruminants), Family [Cervidae](#) (the deer family), Genus Cervus, species C. elaphus (species names are often italicized and written in lower-case; the C. here refers to the genus Cervus).

Citing Your References: When you write your bibliography, list all of your references. Formats for each type of publication follows (there are different formats for different media):

- **Website:** Author(s) if appropriate. Title of Site or web page. URL of site, date of publication (the earliest copyright year listed).
 - **Book:** Author(s). Title of book. Edition. Location of publisher: Name of Publisher, year of publication.
 - **Encyclopedia:** Title of encyclopedia, volume of encyclopedia used. Location of publisher: Name of Publisher, year of publication, pages where the article is located.
 - **Magazine or Journal:** Author(s). "Title of article." Name of magazine, Volume.issue (date): pages where the article is located.
- * Author(s) are listed last name first, first name or initials.

The Following is a Rubric For Assessing Each Part of Your Research Report:

	Beginning 1	Developing 2	Accomplished 3	Excellent 4	Score
Introduction	Disorganized , no information on what is to come	Gives too little information	Summarizes report	Concise, well-written introduction	
Research Part 1 (name, anatomy, locomotion, diet, habitat, range, adaptations)	Does not cover all appropriate topics	Covers some of the appropriate topics	Covers most of the appropriate topics	All appropriate topics covered well. Also includes interesting facts	
Research Part 2 (life cycle/reproduction, behavior, defense/offense, enemies, species survival status, classification, etc.)	Does not cover all appropriate topics	Covers some of the appropriate topics	Covers most of the appropriate topics	All appropriate topics covered well. Also includes interesting facts	
Spelling/Grammar	Many spelling and grammatical errors	A few errors	Only one or two errors	Spelling and grammar perfect	
Presentation	Illegible, messy	Almost illegible	Legible writing, accompanying illustrations	Well organized presentation, typed or written using a word processor, accompanying illustrations	
References	No references	A single reference, incomplete citation	Several references with incomplete citations	Many references, listed in appropriate format	
Timeliness	Over a week late	A week late	A day or two late	Handed in on time	

Animal: _____

Anatomy (size, color,...)		
Diet		
Habitat (biome)		Draw a Picture of the Animal
Range (where it lives)		
Reproduction (Lifecycle)		
Enemies		
Protection		
Endangered? (why?)		
Classification		
Interesting Facts		

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**California has 289 threatened and endangered plant and animal
species.
Animals—111**

Status Listing

- E Albatross, short-tailed (Phoebastria albatrus)
- T Beetle, delta green ground (Elaphrus viridis)
- E Beetle, Mount Hermon June (Polyphylla barbata)
- T Beetle, valley elderberry longhorn (Desmocerus californicus dimorphus)
- T Butterfly, bay checkerspot (Euphydryas editha bayensis)
- E Butterfly, Behren's silverspot (Speyeria zerene behrensii)
- E Butterfly, callippe silverspot (Speyeria callippe callippe)
- E Butterfly, El Segundo blue (Euphilotes battoides allyni)
- E Butterfly, Lange's metalmark (Apodemia mormo langei)
- E Butterfly, lotis blue (Lycaeides argyrognomon lotis)
- E Butterfly, mission blue (Icaricia icarioides missionensis)
- E Butterfly, Myrtle's silverspot (Speyeria zerene myrtleae)
- T Butterfly, Oregon silverspot (Speyeria zerene hippolyta)
- E Butterfly, Palos Verdes blue (Glaucopsyche lygdamus palosverdesensis)
- E Butterfly, Quino checkerspot (Euphydryas editha quino)
- E Butterfly, San Bruno elfin (Callophrys mossii bayensis)
- E Butterfly, Smith's blue (Euphilotes enoptes smithi)
- E Chub, bonytail (Gila elegans)
- E Chub, Mohave tui (Gila bicolor mohavensis)
- E Chub, Owens tui (Gila bicolor snyderi)
- E Condor, California (U.S.A. only) (Gymnogyps californianus)
- E Crayfish, Shasta (Pacifastacus fortis)
- T Eagle, bald (lower 48 States) (Haliaeetus leucocephalus)
- E Fairy shrimp, Conservancy (Branchinecta conservatio)
- E Fairy shrimp, longhorn (Branchinecta longiantenna)
- E Fairy shrimp, Riverside (Streptocephalus woottoni)
- E Fairy shrimp, San Diego (Branchinecta sandiegonensis)
- T Fairy shrimp, vernal pool (Branchinecta lynchi)
- E Fly, Delhi Sands flower-loving (Rhaphiomidas terminatus abdominalis)
- E Flycatcher, southwestern willow (Empidonax traillii extimus)
- E Fox, San Joaquin kit (Vulpes macrotis mutica)
- T Frog, California red-legged (subspecies range clarified) (Rana aurora draytonii)
- T Gnatcatcher, coastal California (Polioptila californica californica)
- E Goby, tidewater Entire (Eucyclogobius newberryi)
- T Goose, Aleutian Canada (Branta canadensis leucopareia)


- E Grasshopper, Zayante band-winged (Trimerotropis infantilis)
- E Kangaroo rat, Fresno (Dipodomys nitratoides exilis)
- E Kangaroo rat, giant (Dipodomys ingens)
- E Kangaroo rat, Morro Bay (Dipodomys heermanni morroensis)
- E Kangaroo rat, San Bernardino Merriam's (Dipodomys merriami parvus)
- E Kangaroo rat, Stephens' (Dipodomys stephensi)
- E Kangaroo rat, Tipton (Dipodomys nitratoides nitratoides)
- E Lizard, blunt-nosed leopard (Gambelia silus)
- T Lizard, Coachella Valley fringe-toed (Uma inornata)
- T Lizard, Island night (Xantusia riversiana)
- T Moth, Kern primrose sphinx (Euproserpinus euterpe)
- E Mountain beaver, Point Arena (Aplodontia rufa nigra)
- E Mouse, Pacific pocket (Perognathus longimembris pacificus)
- E Mouse, salt marsh harvest (Reithrodontomys raviventris)
- T Murrelet, marbled (CA, OR, WA) (Brachyramphus marmoratus marmoratus)
- XN Otter, southern sea [XN] (Enhydra lutris nereis)
- T Otter, southern sea (except where XN) (Enhydra lutris nereis)
- T Owl, northern spotted (Strix occidentalis caurina)
- E Pelican, brown (except U.S. Atlantic coast, FL, AL) (Pelecanus occidentalis)
- E Pikeminnow, Colorado (except Salt and Verde R. drainages, AZ) (Ptychocheilus lucius)
- T Plover, western snowy (Pacific coastal pop.) (Charadrius alexandrinus nivosus)
- E Pupfish, desert (Cyprinodon macularius)
- E Pupfish, Owens (Cyprinodon radiosus)
- E Rabbit, riparian brush (Sylvilagus bachmani riparius)
- E Rail, California clapper (Rallus longirostris obsoletus)
- E Rail, light-footed clapper (U.S.A. only) (Rallus longirostris levipes)
- E Rail, Yuma clapper (U.S.A. only) (Rallus longirostris yumanensis)
- E Salamander, California tiger U.S.A. (CA – Santa Barbara County) (Ambystoma californiense)
- E Salamander, desert slender (Batrachoseps aridus)
- E Salamander, Santa Cruz long-toed (Ambystoma macrodactylum croceum)
- E Salmon, chinook (winter Sacramento R.) (Oncorhynchus tshawytscha)
- T Salmon, chinook (CA Central Valley spring-run) (Oncorhynchus tshawytscha)
- T Salmon, chinook (CA coastal) (Oncorhynchus tshawytscha)
- T Salmon, coho (OR, CA pop.) (Oncorhynchus kisutch)
- T Salmon, coho (central CA coast) (Oncorhynchus kisutch)
- T Sea turtle, green (except where endangered) (Chelonia mydas)
- E Sea turtle, leatherback (Dermochelys coriacea)

T	Sea turtle, loggerhead (<u>Caretta caretta</u>)
T	Sea-lion, Steller (eastern pop.) (<u>Eumetopias jubatus</u>)
T	Seal, Guadalupe fur (<u>Arctocephalus townsendi</u>)
E	Sheep, bighorn (Peninsular CA pop.) (<u>Ovis canadensis</u>)
E	Sheep, bighorn (Sierra Nevada pop.) (<u>Ovis canadensis californiana</u>)
E	Shrike, San Clemente loggerhead (<u>Lanius ludovicianus mearnsi</u>)
E	Shrimp, California freshwater (<u>Syncaris pacifica</u>)
E	Skipper, Laguna Mountains (<u>Pyrgus ruralis lagunae</u>)
T	Smelt, delta (<u>Hypomesus transpacificus</u>)
E	Snail, Morro shoulderband (<u>Helminthoglypta walkeriana</u>)
T	Snake, giant garter (<u>Thamnophis gigas</u>)
E	Snake, San Francisco garter (<u>Thamnophis sirtalis tetrataenia</u>)
T	Sparrow, San Clemente sage (<u>Amphispiza belli clementeae</u>)
T	Splittail, Sacramento (<u>Pogonichthys macrolepidotus</u>)
E	Steelhead (southern CA coast) (<u>Oncorhynchus mykiss</u>)
T	Steelhead (central CA coast) (<u>Oncorhynchus mykiss</u>)
T	Steelhead (Central Valley CA) (<u>Oncorhynchus mykiss</u>)
T	Steelhead (south central CA coast) (<u>Oncorhynchus mykiss</u>)
E	Stickleback, unarmored threespine (<u>Gasterosteus aculeatus williamsoni</u>)
E	Sucker, Lost River (<u>Deltistes luxatus</u>)
E	Sucker, Modoc (<u>Catostomus microps</u>)
E	Sucker, razorback (<u>Xyrauchen texanus</u>)
T	Sucker, Santa Ana (3 CA river basins) (<u>Catostomus santaanae</u>)
E	Sucker, shortnose (<u>Chasmistes brevirostris</u>)
E	Tadpole shrimp, vernal pool (<u>Lepidurus packardii</u>)
E	Tern, California least (<u>Sterna antillarum browni</u>)
E	Toad, arroyo (<u>Bufo microscaphus californicus</u>)
T(S/A)	Tortoise, desert (outside/taken from Sonoran Desert) (<u>Gopherus agassizii</u>)
T	Tortoise, desert (U.S.A., except in Sonoran Desert) (<u>Gopherus agassizii</u>)
T	Towhee, Inyo California (<u>Pipilo crissalis eremophilus</u>)
T	Trout, Lahontan cutthroat (<u>Oncorhynchus clarki henshawi</u>)
T	Trout, Little Kern golden (<u>Oncorhynchus aguabonita whitei</u>)
T	Trout, Paiute cutthroat (<u>Oncorhynchus clarki seleniris</u>)
E	Vireo, least Bell's (<u>Vireo bellii pusillus</u>)
E	Vole, Amargosa (<u>Microtus californicus scirpensis</u>)
E	Whale, blue (<u>Balaenoptera musculus</u>)
E	Whale, humpback (<u>Megaptera novaeangliae</u>)
T	Whipsnake, Alameda (<u>Masticophis lateralis euryxanthus</u>)
E	Woodrat, riparian (<u>Neotoma fuscipes riparia</u>)


Source: <http://endangeredspecie.com/states/ca.htm>.

Endangered mammals found in Argentina:

	Species Name	Scientific Name	Range
1	Andean Cat	Felis jacobita	Argentina, Bolivia, Chile, Peru
2	Argentine Tuco-tuco	Ctenomys argentinus	Argentina
3	Azara's Tuco-tuco	Ctenomys azarae	Argentina
4	Berg's Tuco-tuco	Ctenomys bergi	Argentina
5	Black-horned Capuchin	Cebus nigritus	Argentina, Brazil
6	Blackbuck	Antilope cervicapra	Argentina, India, United States
7	Bonetto's Tuco-tuco	Ctenomys bonettoi	Argentina
8	Bridges's Degu	Octodon bridgesi	Argentina, Chile
9	Buenos Aires Leaf-eared Mouse	Phyllotis bonariensis	Argentina
10	Burmeister's Armadillo	Chlamyphorus retusus	Argentina, Bolivia, Paraguay
11	Chacoan Naked-tailed Armadillo	Cabassous chacoensis	Argentina, Paraguay
12	Chacoan Peccary	Catagonus wagneri	Argentina, Bolivia, Paraguay
13	Chacoan Pygmy Opossum	Chacodelphys formosa	Argentina
14	Chilean Caenolestid	Rhyncholestes raphanurus	Argentina, Chile

15	Cougar 	Puma concolor	North and Central America
16	Ctenomys rionegrensis	Ctenomys rionegrensis	Argentina, Uruguay
17	D'Orbigny's Tuco-tuco	Ctenomys dorbignyi	Argentina
18	Dark Bolo Mouse	Necomys obscurus	Argentina, Uruguay
19	Emily's Tuco-tuco	Ctenomys emilianus	Argentina
20	European Rabbit	Oryctolagus cuniculus	Africa, Asia, Australia, Europe, North America (including United States), South America
21	Fossorial Giant Rat	Kunsia fronto	Argentina, Brazil
22	Furtive Tuco-tuco	Ctenomys occultus	Argentina
23	Geoffroy's Cat	Leopardus geoffroyi	Argentina, Bolivia, Brazil, Chile, Paraguay, Uruguay
24	Giant Anteater	Myrmecophaga tridactyla	Central and South America
25	Giant Armadillo	Priodontes maximus	Guyana to Argentina, Venezuela
26	Golden Vizcacha Rat	Pipanacoctomys aureus	Argentina
27	Gray Grass Mouse	Abrothrix illuteus	Argentina
28	Guina	Leopardus guigna	Argentina, Chile

29	Hooded Seal	<i>Cystophora cristata</i>	Asia, Central America, Europe, North America, Oceanic, South America
30	Jaguar 📺	<i>Panthera onca</i>	Arizona, California, Central and South America, Louisiana, Mexico, New Mexico, Texas
31	La Plata River Dolphin	<i>Pontoporia blainvillei</i>	Argentina, Brazil, Uruguay
32	Little Spotted Cat	<i>Leopardus tigrinus</i>	Costa Rica to Northern Argentina
33	Long-tailed Otter	<i>Lontra longicaudis</i>	South America
34	Los Chalcacheros' Vizcacha Rat	<i>Salinotomys loschalchalerosorum</i>	Argentina
35	Magellanic Tuco-tuco	<i>Ctenomys magellanicus</i>	Argentina, Chile
36	Maned Wolf	<i>Chrysocyon brachyurus</i>	Argentina, Bolivia, Brazil, Paraguay, Uruguay
37	Margay 📺	<i>Leopardus wiedii</i>	Central and South America, Mexico
38	Marine Otter	<i>Lontra felina</i>	Peru south to Straits of Magellan
39	Marsh Deer	<i>Blastocerus dichotomus</i>	Argentina, Bolivia, Brazil, Paraguay, Uruguay
40	Monito Del Monte	<i>Dromiciops gliroides</i>	Argentina, Chile
41	Mottled Tuco-tuco	<i>Ctenomys latro</i>	Argentina

42	North Andean Huemul	Hippocamelus antisensis	Argentina, Bolivia, Chile, Ecuador, Peru
43	Ocelot 	Leopardus pardalis	USA (Arizona, Texas) to Central and South America
44	Pampas Cat	Leopardus colocolo	Argentina, Bolivia, Brazil, Chile, Ecuador, Paraguay, Peru, Uruguay
45	Pampas Deer	Ozotoceros bezoarticus	Argentina, Bolivia, Brazil, Paraguay, Uruguay
46	Patagonian Cavy	Dolichotis patagonum	Argentina
47	Pearson's Tuco-tuco	Ctenomys pearsoni	Argentina, Uruguay
48	Pichi	Zaedyus pichiy	Argentina, Chile
49	Pink Fairy Armadillo	Chlamyphorus truncatus	Argentina
50	Plains Viscacha Rat	Tympanoctomys barrerae	Argentina
51	Porteous's Tuco-tuco	Ctenomys porteousi	Argentina
52	Pudu	Pudu pudu	Southern South America
53	Pundt's Tuco-tuco	Ctenomys pundti	Argentina
54	Reig's Tuco-tuco	Ctenomys osvaldoreigi	Argentina
55	Roig's Tuco-tuco	Ctenomys roigi	Argentina
56	Sanborn's Grass Mouse	Abrothrix sanborni	Argentina, Chile

57	Shipton's Mountain Cavy	Microcavia shiptoni	Argentina
58	Social Tuco-tuco	Ctenomys sociabilis	Argentina
59	South American Tapir	Tapirus terrestris	Colombia and Venezuela south to Paraguay and Argentina
60	South Andean Huemul	Hippocamelus bisulcus	Argentina, Chile
61	Southern Long-nosed Armadillo	Dasypus hybridus	Argentina, Brazil, Paraguay, Uruguay
62	Southern Pudu	Pudu puda	Argentina, Chile
63	Southern River Otter	Lontra provocax	Argentina, Chile
64	Southern Three-banded Armadillo	Tolypeutes matacus	Argentina, Bolivia, Brazil, Paraguay
65	Southern Tuco-tuco	Ctenomys australis	Argentina
66	Thomas's Big-eared Brown Bat	Histiotus laeophotis	Argentina, Bolivia, Peru
67	Torres's Crimson-nosed Rat	Bibimys torresi	Argentina
68	Tschudi's Yellow-shouldered Bat	Sturnira oporaphilum	Argentina, Bolivia, Ecuador, Peru
69	Vicuna	Vicugna vicugna	South America (Andes)
70	White-lipped Peccary	Tayassu pecari	Central America, North America, South America

Source: <http://www.earthsendangered.com/search-regions3.asp>.

Lesson 9: Soccer and Rugby: Argentine Sports

Objective: Students will practice soccer and rugby (Argentine pastimes) and compare to California popular sports.

Standards Focus:

Physical Education: Students will use large motor skills to run, catch, and kick.

Teacher/Tina Background Information:

In Argentina, the practice of sports is varied due to the country's multicultural population and its mostly mild climate. However fútbol (soccer) is by far the most popular sport in the country. Other sports played professionally and recreatively are basketball, cricket, cycling, fishing, golf, rugby, swimming, tennis, and volleyball. Much Argentine sport success is in team sports, but boxing, tennis, golf and, in the past, rowing, are exceptions to the rule. Though it is the national sport, pato (a sport that combines elements from polo and basketball) is not very popular. In California, the most popular sports are soccer, football, tennis, and baseball (according to www.answers.com).

Materials:

soccer ball, team shirts, rules (attached), color cards, whistle, rugby ball, a large field for game play.

Procedure:

Follow the attached directions to play each sport.

Assessment:

Participation and explanation of each sport is written in passports with illustrations.

The 17 Rules for Soccer from the Laws of the Game

This soccer constitution that was the Laws of the Game now **holds 17** specific key points that determine the rules of soccer. Let's go through each and explain them in more detail.



1. The Field of Play – The field of play is the surface on which the game of soccer is played on. This law regulates everything regarding line markings, soccer pitch dimensions and how to use them properly. For example, a soccer pitch must be between 90 and 120 meters long and 45 to 90 meters wide. However, it must also have a rectangular shape, so you can't have a square field with a length and width of 90 at the same time.

Other basic rules of soccer and field measurements are specified in this law, such as the dimensions of each goal (7.32 meters long and 2.44 meters high), the diameter of the centre circle (18.30 meters) or the distance between the penalty spot and the goal (11 meters, perpendicularly on the goal).



2. The Ball – Throughout time, the rules for soccer regarding the football remained the same, but the way in which they were applied was on a constant change. The rules state that the soccer ball must have a circumference between 68 and 70 centimeters and a weight between 410 and 450 grams but they also state that the ball can be made out of "leather or any similar material".

Well that "any similar material" bit constantly improved over time and nowadays soccer balls reached near-perfection. Almost each World Cup brought a new type of soccer ball, with improved characteristics, although all of them stayed inside the official soccer rules stated in the Laws.



3. The Number of Players – According to the official soccer rules, a team can bring in 10 outfield players and one goalkeeper on the pitch and can have several substitutes on the bench. The numbers of benched subs as well as the actual number of substitutions that are allowed in a single match vary with the type of the game played. For example, in official matches only 3 substitutions are allowed, with 5, 7 or 9 players on the bench.

In friendlies however, a coach can fit in as many players as he wants on the bench and usually he can also make as many substitutions as he needs. In the past, the official soccer rules regarding substitutions were a lot stricter than this.



4. The Player's Equipment – Just like with the soccer ball, soccer equipment maintained most of the original rules in the Laws of the Game, but the way people interpret them today is quite different from how they did back in 1863. Basically the rules of soccer say that a player must wear a shirt or jersey, footwear, shin pads, shorts and socks and the two teams must have different equipment so that they can be differentiated on the pitch.

Back then however, a soccer jersey was a largely uncomfortable one and it was very simple, without too many details strapped on it. Today's jerseys are very light and comfortable and on many occasions they have the club's sponsors imprinted on them, they have the number of the player (and the name in some cases) on the back and the club's badge on the chest. These are not enforced by the soccer rules, but they have become common standards in today's game.



5. The Referee – Well the man in black (or more recently phosphorus green) is probably the biggest "invention" that came with the initial soccer rules constitution and his role is to enforce these official rules of soccer "in connection to the match he has been appointed to".

The center referee is accompanied and helped by two assistant referees (one on each side of the pitch) and a fourth one that handles small issues like showing injury time duration, checking a substitute player's equipment and replacing one of the three main referees if they can't continue the game.



6. The Assistant Referees – As I explained above, the assistant referees are placed on the sides of the pitch (one each) and their main role is to help the main referee with some decisions. Actually, the assistant referee has no decision power, he can only signal a game issue (an offside, a foul, handball and so forth) but it's up to the central ref if he or she is going to take up the assistant's advice.



7. The Duration of the Match – Standard adult games are limited by the official soccer rules to two halves of 45 minutes each, separated by a 15 minutes break. This is not the actual time of play, since this 90 minute clock ticks even when the ball is out of play, during substitutions and so forth. In order to try to balance this timing a bit, the end of each half also brings a few minutes of "injury time" on the table.

In some cases, when the match must have a winner (a knockout match for example), two extra mini-periods of 15 minutes each, with no break between them are added. If the match is tied at the end of extra time as well, the players go on for a penalty-shootout that will eventually decide the winner.



8. The Start and Restart of Play – There are 8 reasons for which the game can be stopped and similarly, 8 ways to restart it. Each period of time starts with a kick-off (1) and the game is also restarted with a kick-off if a team scores a goal. If the ball goes out on the side lines, the player who last touched the ball conceded a throw-in (2). The game is restarted with the other team throwing the ball back into play.

The goal kick (3) is awarded to the defending team, if the attacking team took the ball out of play on the defending team's goal line. The game is restarted with the goalkeeper kicking it from within the safety box. If the defending team touches the ball last and it goes over their own goal line, outside of the goal itself, then the opposing team earns a corner kick (4) and they will be required to restart the game from the corner nearest to where the ball went out.

An indirect free kick (5) is awarded when a team produces a non-penal foul (dangerous play or offside for example) and the game is restarted with a ground kick that cannot be taken towards goal (if a player scores directly from an indirect free kick, without another player touching the ball, the goal won't stand). A direct free kick (6) is caused by a foul or handball and unlike the indirect free kick it can be struck directly towards the goal.

A penalty kick (7) is similar to a direct free kick in that it is caused by a foul or handball, but the offence occurs inside the defending team's penalty area. The game is restarted with one of the attacking team's players shooting for goal from the penalty spot (11 meters, perpendicularly on goal), with nothing but a goalkeeper to beat.

The last of these eight soccer rules is rarer and it's called the dropped ball (8). The dropped ball occurs when the referee stops the game for a special reason (an injured player, ball becoming defective or the interference of an external factor) and the game is restarted with him dropping the ball from shoulder height in front of two players who will battle for possession (sort of how basketball matches decide initial possession).



9. Ball In and Out of Play – According to the official soccer rules, the ball is in play all throughout the match duration, except when it passes a bounding line (goal lines and touch lines), when an offence occurs or when play is stopped by the referee. In these particular cases, the ball is out of play and the soccer players cannot score goals or interact with the ball. In addition, substitutions can only occur when the ball is out of play according to the rules for the game of soccer.



10. The Methods of Scoring – As long as the ball is in play and no infringements of any soccer rules are being made, the players can score goals. A goal is considered when the ball crosses one of the goal areas with its entire circumference. Goals can be scored from action, from penalty spots and direct free kicks.



11. The Offside – Since this is one of the trickiest rules of soccer today, I've decided to explain it in detail in a separate article on offside soccer rules.



12. Fouls and Misconduct – There's a difference between fouls and misconduct that many people fail to understand. A foul can occur when a player tries to get the ball from his opponent and kicks him or pushes him away accidentally, whereas misconduct means that a player willfully targets his opponent and punches, kicks or pushes

him away.

Fouls can only occur when the ball is in play, but misconduct can occur when it's out of play as well. Depending on the seriousness of the foul or misconduct, the referee can penalize it with a yellow or red card in addition to a free kick or penalty kick.



13. Free Kicks – I've explained most of the soccer rules regarding free kicks in "Soccer Rule Number 8 – The Start and Restart of Play". One additional soccer rule worth mentioning is that players from the opposing team must be at least 9.15 meters away from the position where the free kick will be struck. Also, the player that kicks the ball initially on a free kick cannot touch it again until a teammate or opposing player touches it.



14. Penalty Kicks – Penalty kicks are conceded when a defended player fouls or commits handball inside the 18 yard box (commonly known as the penalty box). It's important to know that not all offences inside the penalty box are punished with a penalty kick. For example, if a player commits dangerous play inside his own penalty box, the referee will award an indirect free kick from the place that the offence occurred.

When the penalty kick is taken, the only two players in the 18 yard box are the penalty taker and the defending team's goalkeeper. Everyone else must sit outside the box and can only move towards the ball once it is kicked. So if the penalty is saved by the goalkeeper or strikes the bar, a player could run from the edge of the box and gain possession.



15. The Throw In – When the ball goes out of play on the side lines, the opponent of the player who last touched the ball will take a throw in. The throwing method has to follow some rather strict rules; otherwise the referee might dictate a throw in for the other team. The player taking the throw must keep his feet outside the side line, with the sole on the ground and the actual throw must be executed with the ball over the thrower's head.



16. The Goal Kick – The goal kick is a means of restarting play after the attacking team took the ball over the defending team's byline. The goal kick acts as a direct free kick, so if a player would kick the ball so hard that it would reach the opposing team's goal and score, the goal would count.

One extra soccer rule regarding the goal kick states that the kick must be powerful enough to pass the penalty area. So in case the goalkeeper executes the goal kick and passes the ball to a teammate in his own penalty box, the goal kick is re-taken.

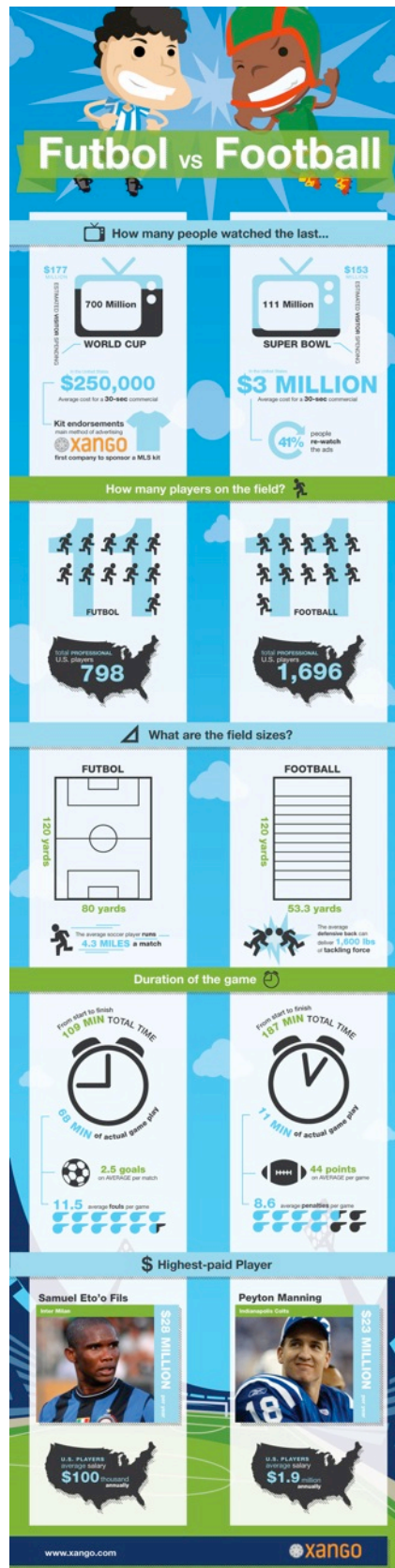


17. The Corner Kick – The last of the 17 rules of soccer refers to the corner kick, which occurs when the ball passes over the defending player's goal line, with a defender having touched the ball last. The corner kick acts as a direct free kick taken from the corner of the pitch (if the ball passes the line on the left of the goal, the corner is taken from the left corner and if it passes on the right, the corner is taken from the right corner).

The same rules as for a direct free kick apply, in that opposing players must be at least 9.15 meters away from the corner, the corner taker may score directly from the corner kick and the kicker can't play the ball a second time until it's touched by another player. The only additional rule is that the ball be placed in the corner arc.

Source: <http://www.soccer-fans-info.com/soccer-rules.html>.

Differences between fútbol and football



Rugby Rules of Play

GENERAL DESCRIPTION OF THE GAME

Rugby is played at a fast pace, with few stoppages and continuous possession changes. All players on the field, regardless of position, must be able to run, pass, kick and catch the ball. Likewise, all players must also be able to tackle and defend, making each position both offensive and defensive in nature. There is no blocking of the opponents like in football, and there are only five substitutions per game allowed for each team. A rugby match consists of two 40-minute halves. Finally, rugby is considered to be a gender equity sport as approximately 25% of all players in the United States are female.

FIELD OF PLAY

Rugby is played on a field, called a pitch, that is longer and wider than a football field, more like a soccer field. A typical pitch is 100 meters (110 yards) long 70 meters (75 yards) wide. Additionally, there are 10–22 meter end zones, called the in-goal area, behind the goalposts, which are 'H'-shaped cross bars located on the goal line and are the same size as American football goalposts.



THE BALL

The rugby ball is made of leather or other similar synthetic material that is easy to grip and does not have laces. Rugby balls are made in varying sizes (3, 4 or 5) for both youth and adult players. Like footballs, rugby balls are oval in shape, however are rounder and less pointed than footballs to minimize the erratic bounces we see in football.

PLAYERS & POSITIONS

A rugby team has 15 players on the field of play, both American football and soccer have 11 players on each team. In rugby, each team is numbered the exact same way. The number of each player signifies that player's position. Players numbered 1–8 are forwards, who are typically the larger, stronger players of the team whose main job is to win possession of the ball. These players are similar in size and abilities as American football linebackers and lineman. Players numbered 9–15 are backs, who tend to be the smaller, faster and more agile players. Their main role is to exploit possession of the ball that is won by the forwards, similar to the roles of American football's running backs, wide receivers and quarterbacks.

STARTING THE GAME

Just like in American football, rugby is started with a kickoff to the opponent from mid-field. Provided that the ball travels beyond the 10 meter line, any player of either team may gain possession of the ball.

MOVING THE BALL

There is no blocking in rugby. Rugby does not have downs, and a team is not required to reach 10 yards and stop. Play is continuous like soccer. The person with the ball leads the attack. In rugby there are several ways to move the ball. Any player may carry, pass or kick the ball. Play is not stopped and continues when the ball hits the ground or when a player is tackled. The ball carrier must release the ball when tackled and roll out of the way so that other players on their feet can play the ball.

Running: When running the ball, players may continue to run until they are tackled, step out of bounds or run beyond the goal line (see scoring a try). Players run the ball to advance toward the opponent's goal line.

Passing: The ball may be passed to any other player. However, it may only be passed laterally or backward, never forward. Players pass the ball to an open teammate to keep it in play and further advance it.

Kicking: Any player may kick the ball forward at any time. Once the ball is kicked, players of either team, regardless of whether or not the ball hits the ground, may gain possession. Players typically kick the ball to a teammate in an effort to advance it or to the opposing team to obtain relief from poor field position.

SCORING

There are four ways for a team to score points:

Try: Five points are awarded to a team for touching the ball down in the other team's in-goal area. This is much like a touchdown in American football.

Conversion: Following a try, two points are awarded for a successful kick through the goal posts. The attempt is taken on a line, at least 10 meters, straight out from the point where the ball was touched down. This is like an extra point in American football.

Penalty Kick: Following a major law violation, the kicking team, if in range, has the option to "kick for points." Three points are awarded for a successful penalty kick. The kick must be from the point of the foul or anywhere on a line straight behind that point. The ball can be played if the kick fails.

Drop Goal: Three points are awarded for a successful drop kick. A drop kick may be taken from anywhere on the field at any time during play. A drop goal is similar to a field goal in football, however, in rugby the kick is made during the course of normal play. The ball is alive if the kick fails.

RESTARTING PLAY

There are two methods of restarting play following a stoppage caused by either the ball going out of bounds or because of an infraction of the laws.

Line-Out: If the ball goes out of bounds, it is restarted with a Line-Out. Both teams form a line perpendicular to the touchline and 1-meter (3 feet) apart from one another. A player of the team not responsible for the ball going out of bounds calls a play and throws the ball in the air in a straight line between the two lines. Players of each team may be supported in the air by their teammates as they jump to gain possession of the ball.

Scrum: Rugby's unique formation, the forerunner of the American football line of scrimmage, is the method used to restart the game after the referee has whistled a minor law violation. A bound group of players from each team form a "tunnel" with the opposition. The non-offending team puts the ball into the tunnel by rolling it into the middle and each team pushes forward until one player is able to hook the ball with the feet and push it to the back row players of his/ her team. The Scrum Half then retrieves the ball and puts it into play.

OFFSIDE LAW

Probably one of the more challenging aspects about rugby for the first time observer is the offside law. Like soccer, the offside line is continually moving up and down the pitch in rugby and varies according to the aspect of play. In general play, the ball creates the offside line and players are not permitted to participate in play if they are on the opposing teams side of the ball. Simply being offside is not a penalty, but attempting to participate in the game from an offside position is. In the lineouts previously discussed, the offside lines are 10 meters back on either side from a line drawn across the field from where the ball is thrown in. At a scrum the offside lines are drawn across the field through the feet of the last person in each team's scrum.

TACKLES, RUCKS AND MAULS

Players in possession of and carrying the ball may be stopped by being tackled by the opposing team. Players are tackled around the waist and legs and, in general, may not be tackled higher. Once a player is tackled, however, play does not stop. The player must release the ball and roll away from it to allow other players on their feet play the ball.

A player who is tackled to the ground must try to make the ball available immediately so that play can continue. Supporting players from both teams (one from each team) converge over the ball on the ground, binding with each other and attempt to push the opposing players backwards in a manner similar to a scrum. This situation is known as a ruck. The ball may not be picked up by any player, until the ball emerges out of the ruck. The ruck ends and play continues. A team that can retain possession after the tackle and ruck has a huge advantage, because a ruck forms offside lines. These offside lines are the same as in the scrum and everyone must get back onside to rejoin play. This opens up space into which the attacking team can move the ball forward.

A Maul is formed with a similar gathering of players, except the player in possession of the ball is not brought to the ground (not tackled) but it held up by an opponent and one his/her own players converge on him/her. This creates offside lines through the feet of the last players on each side. Players from each team must retreat behind these offside lines if they are to take part in any subsequent play. The maul ends when the ball emerges.

Source: http://ombac.org/ombac_rugby/rulesofrugby.htm#gen.

Lesson 10: Governments of Argentina and the USA

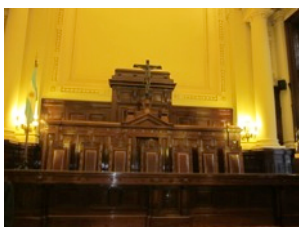
Objective: Students will identify key similarities and differences in United States/Argentina government.

Standards Focus:

Social Studies 4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

Teacher/Tina Background Information:

Argentina Tina got to travel to the Supreme Court of Justice in Buenos Aires, Argentina, and meet with one of the judges, Judge Elena Highton de Nolasco.



Argentina Tina learned that Argentina's government is very much like the United States, and provincial governments are very much like California government.

The Supreme Court of Argentina

Materials: maps of Argentina provinces and counties in California (attached) photos of current leaders: California and Buenos Aires governors, Argentina and United States presidents (attached), Constitution Quiz: Bicameral Congress (attached), information on U.S. and Argentine governments (attached), government graphic organizer (attached, use for both U.S. and Argentina)

Procedure:

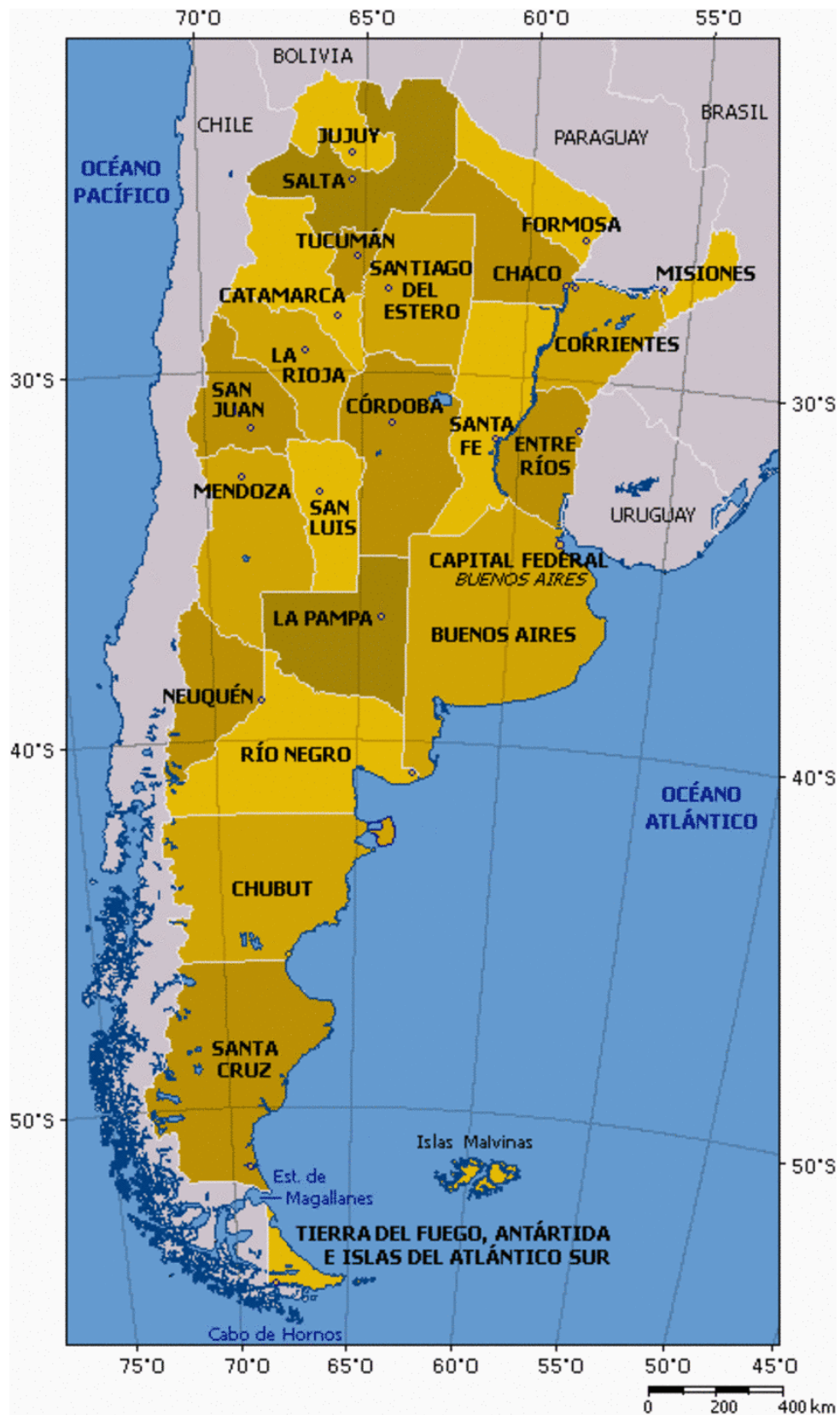
1. Students read about the United States government and and Argentina's government, using graphic organizers to compare information.
2. When all research is complete, students use compare/contrast graphic organizer (found at http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf) to illustrate differences and similarities between province/state, nation/nation.

Assessment:

Teacher reviews student compare/contrast organizers before student glues in passport.

Argentina Tina with U.S. Ambassador to Argentina, Vilma Martinez





Source: www.worldofmaps.net



Source: <http://www.digital-topo-maps.com/county-map/california-county-map.gif>.



Cristina Fernandez-Kirchner, President of Argentina

Source: <http://www.topnews.in/files/Cristina-Fernandez-de-Kirchner.jpg>



Barack Obama, President of the United States of America

Source: http://www.whitehouse.gov/sites/default/files/administration-official/ao_image/President_Official_Portrait_HiRes.jpg



Governor Daniel Scioli, Governor of Buenos Aires province

Source: <http://en.mercopress.com/data/cache/noticias/28828/240x0/scioli.jpg>



Governor Jerry Brown, Governor of California

Source: <http://soetalk.com/wp-content/uploads/2011/10/brown-2.jpg>

Constitution Quiz: Bicameral Congress

Name _____

The Legislative Branch is bicameral (it is divided into two parts): the House of Representatives and the Senate.

The number of seats that a state has in the House of Representatives is based upon that state's population. Each state has two Senators.

This system was agreed upon at the Constitutional Convention after much debate. The states with larger populations favored a system like the House of Representatives so that they would have more representatives and therefore have more power.

The states with smaller populations favored one in which all states have equal representation, so that the larger states would not take too much power.

The framers of the US Constitution compromised and set up a bicameral Congress.

1. A bicameral legislature is divided into _____ parts.
2. The number of people a state sends to _____
_____ depends on that state's population.
3. Each state has _____ Senators.
4. The _____
gives more power to larger states.
5. Smaller states favored a system like the _____.

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Constitution Quiz: Bicameral Congress

Answers

The Legislative Branch is bicameral (it is divided into two parts): the House of Representatives and the Senate.

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This system was agreed upon at the Constitutional Convention after much debate. The states with larger populations favored a system like the House of Representatives so that they would have more representatives and therefore have more power.

The states with smaller populations favored one in which all states have equal representation, so that the larger states would not take too much power.

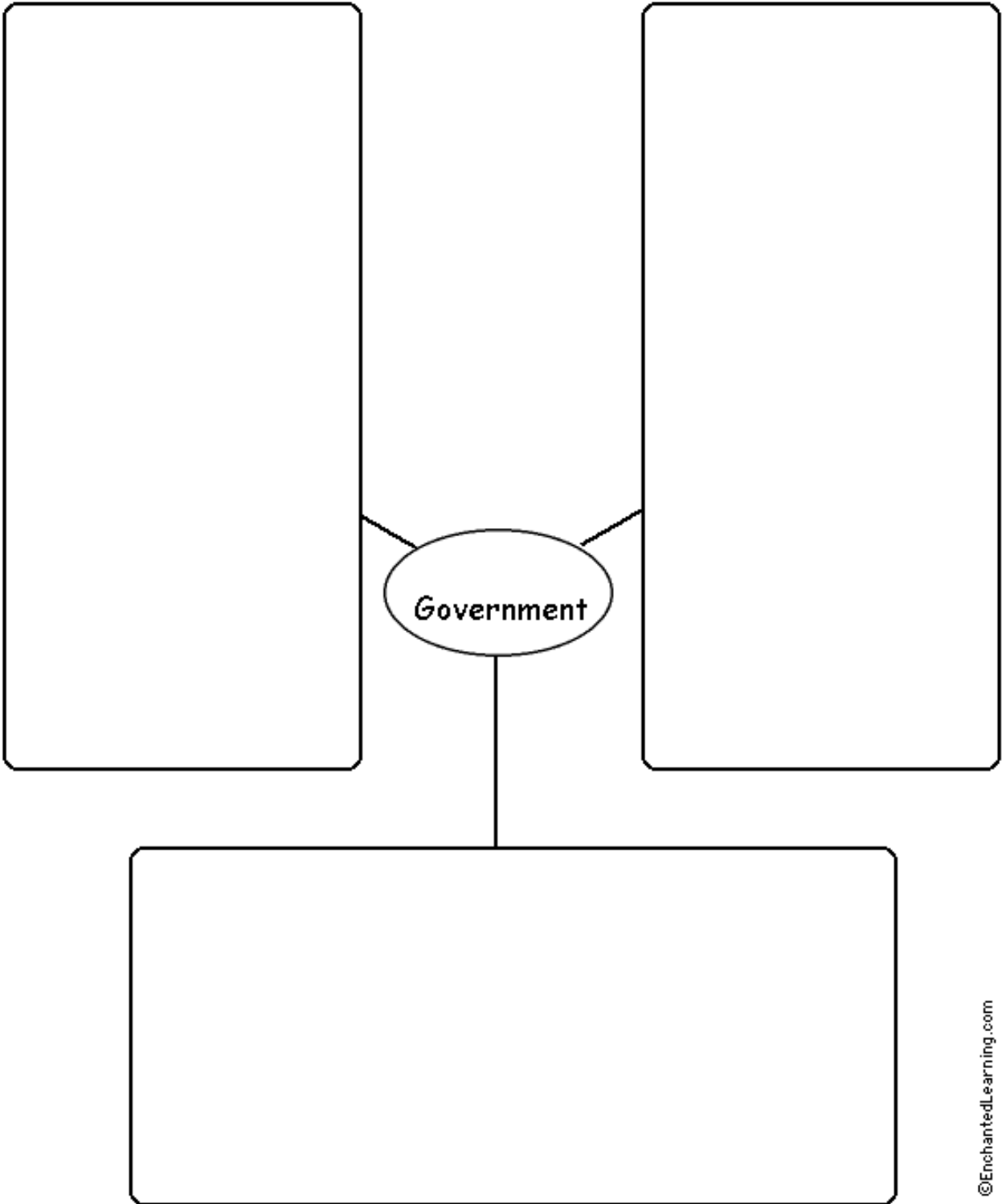
The framers of the US Constitution compromised and set up a bicameral Congress.

1. A bicameral legislature is divided into 2 parts.
2. The number of people a state sends to the House of Representatives depends on that state's population.
3. Each state has 2 Senators.
4. The House of Representatives gives more power to larger states.
5. Smaller states favored a system like the Senate.

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List the three branches of the government, facts about them, and the activities and responsibilities of each.

Name _____



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How the US President is Elected



Start with the Constitution. The basic process of selecting the President of the United States is spelled out in the U.S. Constitution, and it has been modified by the 12th, 22nd, and 23rd amendments. Many additional steps have been added over the years, by custom and by state law—the process has changed quite a bit over time.

Who Can Run? The President and Vice-President are elected every four years. They must be at least 35 years of age, they must be native-born citizens of the United States, and they must have been residents of the U.S. for at least 14 years. (Also, a person cannot be elected to a third term as President.)



How Do the Political Parties Choose Their Candidates? That's up to the political parties. Most political parties hold conventions, which are large meetings attended by "delegates." Some delegates are selected by state "primary" elections, some are selected by state caucuses (very much like primaries, except with public voting instead of secret ballots), and some are chosen for their prominence in the party. A majority of delegate votes is needed to win the party's nomination. In most cases, the delegates let their chosen presidential candidate select a vice-presidential candidate.

Candidates for President and Vice-President Run Together. In the general election, each candidate for President runs together with a candidate for Vice-President on a "ticket." Voters select one ticket to vote for; they can't choose a presidential candidate from one ticket and a vice-presidential candidate from another ticket.



The Electoral College. The national presidential election actually consists of a separate election in each of the 50 states and the District of Columbia; in these 51 elections, the voters are really voting for "electors" pledged to one of the tickets. These electors make up the "Electoral College." (In most cases, the names of the electors aren't written on the ballot; instead the ballot lets voters choose among "Electors for" each of the tickets, naming the presidential and vice-presidential candidates each slate of electors is pledged to.) Each state has the same number of electors as it has senators and representatives (there are two senators from each state, but the number of representatives depends on the state population in the most recent census). The District of Columbia, although it isn't a state, also participates in presidential elections—it currently has three electors.

The People in Each State Vote for Electors in the Electoral College. In most of the states, and also in the District of Columbia, the election is winner-take-all; whichever ticket receives the most votes in that state (or in D.C.) gets all the electors. (The only exceptions are Maine and Nebraska. In these states, just two of the electors are chosen in a winner-take-all fashion from the entire state. The remaining electors are determined by the winner in each congressional district, with each district voting for one elector.)

The Electoral College Votes for the President. The Electoral College then votes for President and for Vice-President, with each elector casting one vote; these votes are called electoral votes. Each elector is pledged to vote for particular candidates for President and Vice-President. In most elections, all the electors vote in accordance with the pledge they made; it is not clear what would happen in the unlikely event that a large number of electors violated their pledge and voted differently.



Normally, one of the candidates for President receives a majority (more than half) of the electoral votes; that person is elected President. That candidate's vice-presidential running mate will then also receive a majority of electoral votes (for Vice-President), and that person is elected Vice-President.



If There's No Electoral College Winner, the House of Representatives Chooses the President.

In the rare event that no presidential candidate receives a majority of the electoral votes, then the President is chosen instead by the House of Representatives, from the top three presidential vote-getters in the Electoral College; each state delegation in Congress casts one vote. (The Vice-President would be chosen from the top two vice-presidential vote-getters by the Senate.)

This is bizarre! Does it really work this way? Yes. There are many arguments pro and con the Electoral College, but this system does guarantee that the person elected President has substantial support distributed throughout the U.S. The Electoral College has also been a major factor in the United States' long-term political stability.

Source: EnchantedLearning.com.

Argentina—Government

The government of Argentina, functioning within the framework of a federal system, is a presidential representative democratic republic. The President of Argentina is both head of state and head of government. Executive power is exercised by the President. Legislative power is vested in both the Executive and the National Congress. The Judiciary is independent from the Executive and from the Legislature.

The President and the Vice President are elected through universal suffrage by the nation. The Constitutional reform of 1994 introduced a *two-round system* by which the winning President–Vice President ticket has to receive **either** more than 45% of the overall valid votes, or at least 40% of it **and** a 10% lead over the runner-up. In any other case, the two leading tickets get to face a second round whose victor will be decided by a simple majority.

The National Congress (Spanish: *Congreso Nacional*) constitutes the legislative branch of government. The Congress consists of the Senate (72 seats), presided by the Vice-President of the Nation, and the Chamber of Deputies (257 seats), currently presided by Eduardo Fellner, deputy for Jujuy Province. Senators stay in office for six years, and deputies, for four.

The residents of each of the Provinces elect deputies and senators directly. Deputies are representatives of the whole people of the Nation, while Senators represent their districts. Each district elects a number of deputies roughly proportional to their overall population by proportional representation, and three senators: two for the majority, and one for the first minority. Members of both chambers are allowed indefinite re-elections.

The Judiciary Branch is composed of federal judges and others with different jurisdictions, and a Supreme Court with nine members (one President, one Vice-President and seven Ministers), appointed by the President with approval of the Senate, who may be deposed by Congress.

Argentina is divided into 23 districts called Provinces and one autonomous district, which hosts the national capital, the Autonomous City of Buenos Aires (or province of Buenos Aires). Each of the provinces has its own constitution, laws, authorities, form of government, etc., though these must first and foremost comply with the national constitution and laws. The government of each province has three branches (Executive, Legislative and Judiciary). The Executive is led by a Governor. The Legislative Branch may be organized as a unicameral or a bicameral system (that is, either one or two chambers or houses).

Source: Wikipedia.

Culminating Activity: Argentina Fiesta

Objective: Students use recipes to prepare a dish at home and share with class during presentations. Local tango performers will perform while families enjoy this wrap-up.

Materials:

Passports, recipes, decorations such as flags, posters, photos

Procedure:

1. Pre-plan and invite local dance studio members to perform at a Parent Night/Argentina Fiesta.
2. Students create invitations for family and community members.
3. Students choose the dish or drink they would like to prepare and share. Write recipe and materials as homework.
4. Students choose one aspect of Argentina/California comparisons that they will present at the Fiesta for 3–5 minutes during the eating time.
5. A slide show of students working through each lesson completed can be shown on a screen during the fiesta.

Final Assessment:

Teacher will use the rubric below to score completed passport and written report after students self-evaluate their own passports and complete a writing reflection.

Rubric Scores:

- 1: Far Below Basic: Student lacks understanding/explanation of Argentina and California.
- 2: Below Basic: Student has limited understanding/explanation of Argentina and California.
- 3: Basic: Student has basic understanding/explanation of Argentina and California.
- 4: Proficient: Student can explain/understands similarities and differences between California and Argentina.

	1	2	3	4
Identify 5 similarities/differences between CA and Argentina	Cannot identify any	Can identify 2 or 3 similarities and differences	Can identify 4 similarities and differences	Can identify 5 or more similarities and differences
Written Summary	No written summary	Mostly off topic or inaccurate	Some off topic or inaccurate	On topic and accurate
Passport Completion	Missing 5 or more entries	Missing 4 entries	Missing 2–3 entries	Missing 0–1 entries
Fiesta Presentation	No presentation	Off topic or very little information	Basic but not thorough information, no visuals	Interesting presentation with visuals
Argentina Food or Drink Presentation	No food or drink provided	Food/drink is not Argentine	Food/drink is not prepared as recipe states	Food/drink prepared and presented well

Bibliography (sources also cited within each lesson)

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